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THE CHILD

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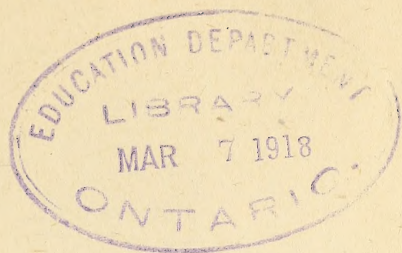



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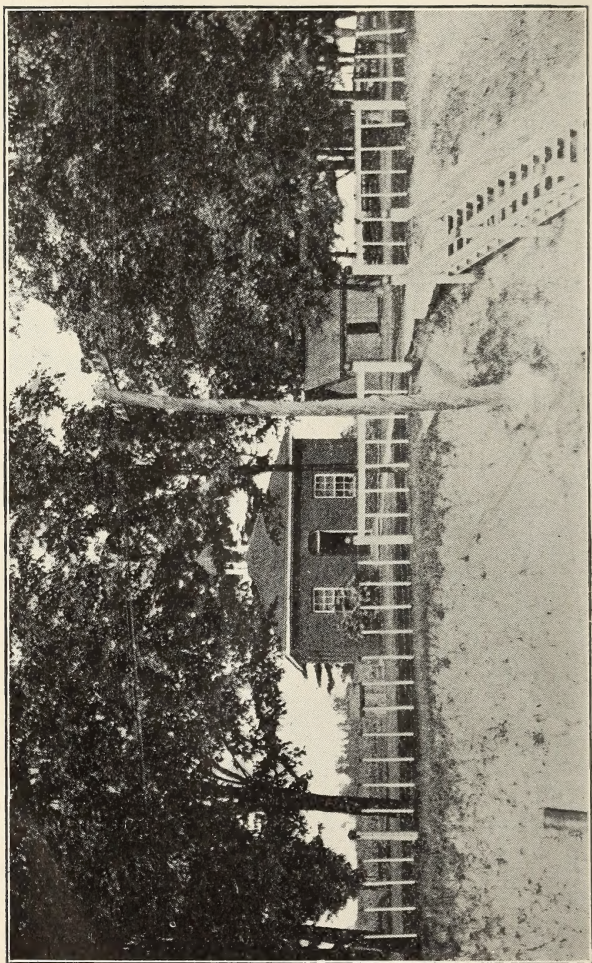
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THE LIBRARY

THE SCHOOL AND THE CHILD

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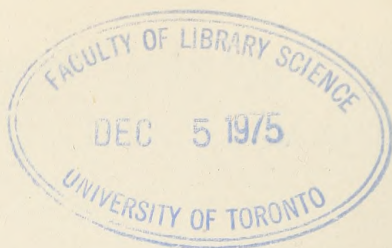
J. W. EMERY, B.A., D. Pæd.

NORMAL SCHOOL, STRATFORD, ONT.

"The moral and intellectual development of the country is the well-spring of its agricultural, commercial, manufacturing and civil development. A country is great as it is educated and intelligent: it is happy as it is moral and virtuous. This two-fold object is the noblest work of patriotism and benevolence."

Egerton Ryerson

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PREFACE

In the following chapters an attempt is made to set forth the various ways in which children are being supplied with books through the instrumentality of libraries. The subject falls naturally into well-marked divisions. The first five chapters deal with the work of the public library for children, first, as public school pupils, and, secondly, as children. The remainder of the book treats of the efforts of the state to provide books for the young through school libraries.

Since both movements began in the United States, and since that nation stands out so prominently in its advanced educational methods and liberal expenditures for both library and school purposes, a considerable part of the book refers to United States conditions. The Province of Ontario also receives a large share of attention, educational affairs in this province being of great interest to the writer.

The various topics are dealt with, first, historically, then in their present-day relations, an effort having been made to bring the facts as nearly up-to-date as possible. The greater part of the material for this thesis was obtained from the files of various library and educational journals, from reports and pamphlets, and from personal correspondence. The writer gratefully acknowledges his indebtedness to a large number of librarians and educational officials throughout the United States, Great Bri-

tain, and Canada, for their painstaking replies to his many inquiries. Thanks are also due Mr. J. D. Barnett for the free use of his large and valuable library and for much timely advice. Mr. A. E. Bostwick's *Library and School*, and *American Public Library*, and Mr. Berwick Sayers's *Children's Library*, were found particularly helpful. The illustrations of children's rooms and other activities have been inserted by the kind permission of the libraries concerned.

Stratford, Canada,

June, 1917.

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The Library, School, and Child

CHAPTER I

INTRODUCTORY AND HISTORICAL

THE SCHOOL

Education is as old as the race, but its aim has constantly changed. At one time it was the acquisition of knowledge, at another the discipline of the soul. At one time it was religious advancement, at another skill in arms. Now it has aimed to purge the soul of sin through asceticism, prayer, and meditation, and now it has emphasized the beauty of the world and the joy of living. Reverence for the classics, the predominating thought of one period, gives way to the study of the things of nature in the next. "According to Nature" is the slogan of one age, and "development through self activity" the watchword of the succeeding one. To-day the educational ideal is even more changing than in the past, methods used one year being frequently discarded the next. It is a time of experiment when, with open minds, our educational leaders seek to explore new fields, or turn to the great movements of the past, and attempt to sift out all that is best in them, and unite these principles into a system that will meet the needs of our present-day complex civilization.

The chief tendency of the present day is toward a recognition of the relation of man to his fellows; hence the training of the school aims at fitting the individual for a life in which he may contribute the most to the well-being of others. "Social efficiency" is the cry. "The problem of education," says Betts, "is the problem of the

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inter-relation of the individual and society." While the school aims at the proper training of each child, it also tends to reach out and employ its equipment of apparatus and staff for the uplift of the whole community. We find expression of this tendency on all sides. The emphasis thrown on civics and the human side of geography and history aims at teaching the child his duties to society, while the attention given to hygiene, physical training, and moral conduct, besides benefiting the child directly, will, through him, work gradual changes for the betterment of his home life. The practice of feeding poor children at the public expense before admitting them to the schools, now gradually establishing itself in large American cities; the institution of open-air schools for the very young and physically weak; and the opening of the supervised playground for those who must stay in the crowded city throughout the long vacation, are recognitions of the necessity of giving equal educational advantages to all the children of the land.

Again, the school is realizing that to fill its proper place, its teaching must be closely related to the life-needs of the pupils; hence efforts have been made to frame a course of study that fits for the duties of life. Manual training and domestic science for the children, leading to the vocational school for adolescents, with the night school for those compelled to enter industrial life at an early age, all aim at equipping young people for work in which there is some opportunity for advancement and sufficient remuneration to enable them to rise to a higher plane of life.

As a natural branch of psychological research, educationists are devoting themselves as never before to the scientific study of the child, his mental and physical development from infancy, his instincts and interests, and

even the prenatal influences that shape his future. To this we may attribute the tendency to teach individual children, not classes; to recognize the fact that there is no such thing as an average child, but that each one has a different nature and requires different treatment. The time-honoured and economical method of teaching children in classes of forty or fifty is now giving way to one in which each child receives more individual assistance and supervision. Along with child study has also come a recognition of the importance of suggestion for producing valuable intellectual and moral results in the young.

Lastly, the school is beginning to realize that since it can hold the child for such a very few years of his life, while education is lifelong, the teacher's time is best spent in pointing the child to the sources of knowledge and providing him with the tools whereby he may educate himself, deriving strength from the effort put forth and becoming possessed of a store of knowledge that is indeed his own. These educational tendencies have been thus briefly enumerated, because they coincide with the endeavour the public library is making to occupy its proper place as an integral part of the educational system of the country.

THE LIBRARY

Libraries have existed from the most ancient times wherever learning has been fostered. Public libraries, however, as we know them in Canada and the United States, date from early in the 19th century. Free public libraries are of still later origin, beginning in England in 1850, in the United States a few years afterwards, and in Canada in 1852. It is in the United States that

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the development of the public library has been most rapid and widespread, and it is here that we must trace the movement with which this essay is concerned. The year 1876 is generally accepted as the beginning of the modern library movement. In that year a comprehensive report was issued by the Bureau of Education, Washington, reviewing conditions throughout the whole country. The same year the American Library Association was organized, and the first magazine exclusively devoted to library work—the *Library Journal*—began publication. From that time progress has been phenomenal. A host of trained men and women are throwing themselves into the work with great enthusiasm, while funds from private donations and from federal, state, and municipal sources have been provided in such a manner as to make possible the finest of machinery in buildings and equipment.

Returns from the United States Bureau of Education show, in 1915, over 18,000 society, public, and school libraries having over 300 volumes, about half of them being school libraries. The number of books reported totals over ninety millions. Five libraries possess over 500,000 volumes each; fourteen, over 300,000; eighty-two, over 100,000, and nearly three thousand are to be found with 5,000 volumes. Statistics for Ontario compare favourably with any individual state, and show considerable progress. In 1883, one year after the free library law was passed, there was one free library in the Province; in 1893 there were 11, and in 1903, 140. The latest report, 1915, shows 141 free and 214 association libraries. The other provinces of Canada together can muster about 30 public libraries.

But the multiplication of the numbers of the libraries and the volumes they possess represents only a very small fraction of the increase in their usefulness to the people. The aim of the library, like that of the school, has been gradually changing, and in much the same way. As the chief trend in the school is toward the uplift of all the people of the community, so the library has gradually come to realize that it has a service to perform for the poor as well as the rich, for the ignorant as well as the educated, for the artisan as well as the professor and student, for the young as well as the old. No greater contrast could be found than that existing between the modern library and that of fifty, or even twenty-five, years ago. The older libraries were buildings, often situated in gloomy and out-of-the way places, where collections of books, chosen for their age and rarity, or for their depth of learning, were kept for the benefit of a few scholars. The books were carefully guarded from the public, and could be obtained from the shelves only after many formalities. Readers were eyed with suspicion, children were an abomination. Gradually, all this has been changed. The watchword of the library to-day is accessibility. Attractive and well-lighted buildings, placed on convenient sites, now welcome all who can read, and, indeed, many who cannot. Within, books for all tastes and ages may be found, and among these the reader may ramble, free to choose the one suited to his need. Commodious and comfortable reading-rooms are provided with newspapers and magazines suited to every interest and shade of thought, and every effort is put forth to make the library a place for the people. President Wellman of the American Library Association, in his address in 1915, thus characterized the ideal of the

modern public library: "This, then, I conceive to be the great fundamental obligation of the public library—to make accessible to all men the best thoughts of mankind."

Not content with providing a free and bountiful repast and inviting all to come, the modern librarian goes out into the highways and byways that his house may be full. Public lectures; reading clubs; branch libraries; deposit stations in factories, fire halls, and boats; libraries for class-rooms, playgrounds, and Boy Scouts; travelling libraries for distant readers; vocational guidance; rural extension; all these and many other activities of the modern library are expressions of the modern tendency toward the making of vast stores of knowledge accessible to all the people of the land.

THE SCHOOL AND THE LIBRARY

Animated with this modern spirit, it was to be expected that the librarian would early turn his attention to the children, recognizing that childhood is the time when a bent may most easily be given to the life. Give children a taste for good books, establish in them the habit of using the equipment of the library for school studies and recreation, and the probability is strong that they will continue to be library users throughout life. It is being recognized that in giving a child the ability to read, we place in his hands a tool that he may use in raising himself to great intellectual heights, or may turn against himself to his ruin and debasement. Herein lies the librarian's opportunity; the school teaches the art of reading; it may in many cases also cultivate a taste for good literature; but it sends the child away to exercise his ability where he will—the library can supply material

to read, well-chosen and adapted to the needs and interests of the readers.

Again, it has long been seen that, while theoretically the public school should hold the child for eight years, and then send him to a higher school, in practice only a small percentage ever complete the public school course, and a mere handful go to the high school. Figures taken from the report of the Bureau of Education, Washington, 1913, show that 25.5 per cent. of the pupils in the public schools of the nation were in the first grade, 13 per cent. in the fourth, and 6.3 per cent. in the eighth. Putting this in another way; in 1904 nearly 4,000,000 children entered the first grade, but seven years afterwards we find only 1,200,000, or 30 per cent., of those who entered. In 1912 the number entering high school was 550,000, or only 15 per cent., of the children who were in the first form eight years previously. In Ontario there is a better showing for the public school course, 65 per cent. of the pupils who were in the first reader in 1907 being found in the fourth reader in 1914, but for the high school the percentage is the same—15 per cent. of those who enter the public school. This means, then, that 85 per cent. of the children of this continent never enter any school higher than the elementary school, and that less than 50 per cent. are able to obtain the full public school education. A heavy responsibility is thus thrown upon the public school teacher, whose problem at once becomes this: "In the few years that I am able to teach this child, what is the best I can do for him?" Here, again, is the librarian's opportunity. "Teach the child where knowledge may be found," he says, "give him the habit of consulting books, and direct him to where

he will find a choice collection, namely, at the public library."

Once more, the school, especially in urban districts, leaves the child a considerable portion of leisure time. School is over by four o'clock, and from that time until some indefinite hour at night, and all day Saturday and Sunday, the pupil's time is his own. For children with good homes, this rest, presenting opportunities for healthy recreation, is highly beneficial, and the time may be profitably employed; but for too large a number it is different. Idleness breeds bad habits, a taste for bad literature, bad companions, and crime. Again, the librarian sees his opportunity. He opens his library to the children of all classes, making special provision for after-school hours and Saturdays. Then he places a highly-trained staff of assistants, and an equipment as efficient as knowledge and money can make it at the service of this crowd of boys and girls, many of whom, with unoccupied minds, poor home influences, and practical absence of parental control, are in a fair way to becoming the criminals of the future.

There are two general methods in which the library may conduct its campaign in behalf of the child. It may work through the schools by securing the co-operation of superintendents and teachers, or it may deal with the children in rooms or branches under its own management. In many cities both plans are employed. They will be dealt with separately.

CO-OPERATION WITH SCHOOLS

The public library has proved its right to rank side by side with the public school as an educational agency; the

work of the two is, however, complementary, rather than competitive. While the public school has made the library necessary by teaching the children to read, the public library has made the school more efficient by providing suitable reading matter. The school tends to be systematic, rigid, and direct; the library is elastic in method and works indirectly. The school has legal backing and works through compulsion; the library must gain the voluntary consent of those who work with it. The school is for the days of youth; the library seeks to benefit each child throughout life. The teacher needs the library as a source of knowledge; the library needs the teacher as an instrument through which to reach the child effectively. The teacher knows children; the librarian knows books.

The first clear statement of the duties and opportunities of the library in connection with the school came from Mr. Charles Francis Adams, a trustee of the library at Quincy, Mass. Speaking before the teachers of that city, in 1876, this gentleman gave utterance to statements remarkable for their insight into modern educational principles:

"The one best possible result of a common school education should be to prepare the children of the community for the greater work of educating themselves. Now, in education as in almost everything else, there is an almost irresistible tendency to mistake means for end. . . . In the schools of this town four years ago arithmetic, spelling, grammar, and geography were taught as if to be able to answer the questions in the text-book was the great end of all education. It was instruction through a perpetual system of conundrums. The child was made to learn some queer definition in

words or some disagreeable puzzle in figures, as if it were in itself an acquisition of value, something to be hoarded like silver dollars. Scholars acquired with much difficulty something which they forgot with equal ease, and when they left school not one in twenty could sit down and write an ordinary letter in a legible hand, with ideas correctly expressed. Scarcely one in twenty who leave our schools ever further educate themselves in any great degree. . . . A man or woman whom a whole childhood spent in the common school has made able to stumble through a newspaper or a few trashy books is scarcely better than one who cannot read at all. Indeed, it is doubtful if he or she is as well off, for it has long been observed that a very small amount of book knowledge almost universally takes a depraved form. We teach our children the mechanical part of reading, and then we turn them loose to take their chances . . . on the threshold of this vast field of general literature, full of holes, bogs, and pitfalls, all covered with poisonous plants—here it is our common school system brings our children, and here it leaves them to go on or not, just as they please, and if they do go on they are to find their own way or lose it just as it may happen. . . . If the teacher is going to give himself the intense enjoyment in his work, he cannot stop at the border of that wilderness of literature, but he has got to take the pupil by the hand and enter into it with him; he must be more than his pedagogue, he must be his guide, philosopher, and friend. And so the teacher, with the scholar's hand in his, comes at last to the doors of the public library."¹

Mr. Adams then proceeded to show wherein the library and school work may be correlated. He would begin with geography and history, and select from the library all

¹ Library Journal, I: 437.

the books on Africa, for example, that the children would enjoy, and arrange them in groups according to subjects, Livingstone, Baker, Stanley, Pharaoh, Moses, Hannibal, etc. The teachers were then to be informed of the arrangement and invited to send or bring their pupils to consult the books as they came to these subjects in the course of their school work.

The first paper to state the problem clearly and formulate a definite plan was read by W. E. Foster, of Providence, at the American Library Association meeting at Boston in 1879.¹ He advocated (1) a course of reading arranged by the library, and based on the elementary course of study; (2) early instruction in reference books; (3) the furnishing of material for essays and debates; (4) "library hours" in the school, and (5) the publication of book lists in the form of library bulletins for the use of the schools. It is noteworthy that considerable time was devoted at this conference to children's reading, there being eight papers on the subject.

In 1879 Mr. S. S. Green, librarian at Worcester, Mass., began actual co-operation, and gave an account before the American Social Science Association at Saratoga in 1880.² Since Worcester holds itself a pioneer in the realm of co-operation with schools, its work will be traced with some degree of detail.

A meeting was called, at which the superintendent of schools, a member of the school board, the principal of the Normal School, and the librarian of the public library were present. These decided to make the library more serviceable to the schools of Worcester, and began by experimenting with the geography of the 7th, 8th, and

¹ Library Journal, IV: 319.

² Library Journal, V: 235.

9th grades. The teachers were asked to choose some country, and the library was to select suitable books of travel, biography, history, and general information bearing on the subject. Two kinds of library cards were issued to the teachers, one on which six books could be drawn for the teacher's use, and one on which twelve books might be obtained to be loaned to the children at school. Teachers were urged to bring their classes to the library on half-holidays to look at pictures and consult books on the subject in hand. Promotion examinations in geography were adapted to the change in the method of study. The results were good; 119 teachers out of 200 took cards, 77 taking both kinds. Many children gave up their own cards to get the benefit of the teacher's selection, and a large number of teachers made arrangements for sending certain pupils each week to the library for specific information. In 1882 Mr. Green reported: "The public school and public library connection is growing stronger."¹ His library had increased the number of books allowed a teacher for school use to eighteen, while some teachers, by collecting their pupils' cards, and using their own privileges, were getting fifty books out at once and circulating these among the children of the class. A hall in the library was opened solely for the accommodation of teachers, and here talks might be given to the children on books or pictures.

In 1887 the librarian gave a further report of progress,² showing that the issue of books to teachers on their two special school cards had nearly doubled in four years. In 1886 further experiments were made. Four little libraries, made up of books most likely to be useful

¹ Library Journal, VII: 142.

² Library Journal, XII: 119.

in school work, were made up and placed in the rooms of the 6th, 7th, 8th, and 9th grades in one of the city schools. In the first year 2,700 books were taken home by the children, and 6,000 references were made in the school-room, although the teachers' cards were still in operation, as before. The same year the librarian purchased thirty copies of *Boys of '76*, in order that each pupil in a class might be able to supplement his text-book in the history of the Revolution. These books created great interest, and were passed from school to school. In 1887 Mr. Green again reported on the progress of his scheme.¹ Teachers had become enthusiastic helpers, interesting the children in the books by reading extracts and giving brief outlines of the contents. All teachers reported a new spirit in the studies, especially in geography, history, and literature, through the reading of books on travel, adventure, and historical fiction. The use of the books in the class-room was insured by the teacher's refusing to answer any question that the books would solve. Examination of the recent reports of this library show a steady development of the school work, the school deliveries amounting, in 1915, to 65,000 volumes, and reaching all the schools but four, and including all the grades.

The idea first suggested at Quincy, formulated at Providence, and embodied in a practical scheme at Worcester, was promptly seized by other libraries, and by 1882 Indianapolis, Chicago, Buffalo, and Cincinnati had adopted similar plans of co-operation. This form of library activity speedily became general. The pages of the library journals issued between 1876 and 1890 bear witness to this activity in the reports from the various lib-

¹ A. L. A. Thousand Islands Conference, 1887.

raries all over the United States, telling of the beginnings of co-operation with the public schools. These beginnings took different forms, according to the various circumstances. In *Dayton*, Ohio,¹ the public library placed in each school of the city a copy of a catalogue of fiction, history, travel, and biography, newly issued "to stimulate the use of the library by school children." In *Boston*, the superintendent of schools read a paper on co-operation in 1878, after which he was nominated to a position on the library board,² and next year suggested³ to the trustees the propriety of setting aside an annual appropriation to purchase books for school-room libraries. *Milwaukee* library reported:⁴ "Each teacher is urged to inform us some time in advance what the subject of his instruction is to be, what themes he desires his pupils to look up—so that carefully prepared reference lists, giving all the books which the library contains on that subject, could be placed in the hands of the pupil." *Providence* reported:⁵ "A new feature—small libraries are selected from the books of the public library, examined, and found serviceable by the teacher, and placed in the schools to circulate beneath the teacher's eye." The *Indianapolis* school board⁶ placed fourteen reference books, selected by the library, in each of their schools. *Hartford*⁷ reported having placed libraries and reference books in the schools, "to be used there, and not taken home." The teachers assigned topics for the pupils to look up in the library. *Chicago* reported⁸ in 1882 that a committee of principals had been appointed to consider

¹ Library Journal, III: 372.

² Library Journal, III: 282.

³ Library Journal, IV: 378.

⁴ Library Journal, VI: 28.

⁵ Library Journal, VI: 164.

⁶ Library Journal, VII: 11.

⁷ Library Journal, VII: 183.

⁸ Library Journal, VII: 235.

plans to co-operate with the library. In 1883 *Burlington*, Vermont, reported a "novelty"¹ originating with the librarian, and taken up by the teachers. Baskets of books, selected by teacher and librarian conjointly, are sent to the grades for circulation. In *Brooklyn's* report of 1885 there is a reference² to an "important resolution" appointing a committee to confer with the board of education, with power to give the use of rooms in the library and branches to teachers of the public schools and their higher classes for one year for \$3,000. In 1885 *Toledo* reported³ special use of the library by teachers, and the report closes thus: "It is desirable that some feasible plan should soon be adopted by which small collections from the library may be taken out by teachers for illustration and reference in the school-room."

Instances might be multiplied; enough have been given to show how the libraries of the United States gradually extended their privileges to the school children, placing within easy reach of each child the book necessary to throw light on his lessons, or to beguile his leisure hours at home. In most cases the work had a small beginning, being entered upon as a "novelty" or "experiment", but once adopted, the project seems to have commended itself to all concerned, as its steady growth up to the present testifies. In the latest report of the United States Bureau of Education⁴ it is shown that of 1,623 public libraries containing 5,000 volumes or over that reported, 982, or 60 per cent., were loaning books to schools, and that of 1,661 libraries containing 1,000 to 4,999 volumes, 665, or 40 per cent., were carrying on this work.

¹ Library Journal, VIII: 219.

² Library Journal, X: 89.

³ Library Journal, X: 89.

⁴ Bulletin No. 25, 1915.

These percentages would be greatly increased if school authorities generally felt the same enthusiasm in the matter as those of the library. In nearly every instance where co-operation has been secured the librarian has taken the initiative. Many librarians in both Canada and the United States complain that their efforts to extend the benefits of their books to educational institutions have been rendered vain by the apathy or active opposition of the teachers. This is due largely to (1) a dislike for changes, frequently found in teachers; (2) to a reluctance to assume extra duties; and (3) especially to the eagerness to prepare their pupils for examinations, and the consequent fear that a book may divert the child from the coveted goal. Moreover, the haste necessary during the year to cover the subjects of the modern curriculum and make a creditable "showing" precludes the possibility of quiet, thoughtful reading. Few teachers are themselves great readers or familiar with children's books, or skilful in using books effectively for their own work. If the teachers are slow to avail themselves of the advantages freely offered by the librarian, the fault lies not in lack of capacity or good-will, but in the long years of training at both the public and high schools, where "passing" has been held before them as the greatest aim worth striving for.

Some results, however, have been produced through the efforts of the school-men. In the proceedings of the National Teachers' Association of the United States, formed in 1857, and changed to the National Educational Association in 1870, no mention of the library is made till 1864, when a resolution was passed, not without some opposition, appointing a committee of five "to compile a catalogue of books for district school libraries, to be

selected with reference to the general wants of parents, youth, and children". No further mention is made of the library till 1880, when co-operation between school and library is mentioned for the first time in the Association, the speaker being Mr. Charles Adams, extracts from whose speech on the subject have already been given. The same year a paper was read on reference books in schools, advocating the giving of instruction to children from the primary grades upward on the use of dictionary, encyclopædia, and gazetteer as tools. In 1887 u Mr. T. J. Morgan, principal of Providence Normal School, addressed the National Educational Association on the relation of library to the school—the first paper read at an educational gathering to advocate the various forms of co-operation. Only scattered references are found in the proceedings till 1896, when, at the Buffalo meeting, Mr. Melvil Dewey, representing the American Library Association, presented a petition for the formation of a Library Department in the National Educational Association. "My plea to-day," he said, "is for the fact that the library in its best sense is an essential part of any complete educational system." The first meeting of the new section was held in 1897, with Mr. Dewey as president, and since then meetings have been held annually, a large number of illuminating papers and discussions having been presented each year. The most valuable work of this section has been done through vigorous committees appointed to collect information regarding school libraries throughout the country, also to urge on teachers and educational officials the desirability of adopting some measure of library co-operation. In 1897 the library section appointed a committee on Public Schools and Public Libraries, which reported in 1899,

and in 1904 a joint committee from the National Educational Association and the American Library Association was formed to investigate library conditions in Normal Schools. This committee presented an instructive report and a number of valuable recommendations in 1906. These committees are still active, and in addition there are committees on high school libraries, on rural school libraries, on school library administration, and on the training of school librarians, all making reports from year to year, and giving an impetus to the movements with which they stand identified. Finally, many state teachers' associations have organized library departments, among these being Indiana, Maine, Michigan, and New York. In many places efforts are made to secure the appointment of the superintendent of schools on the library board, and of the librarian, or some influential friend of the library, on the school board. Frequent joint meetings between the school and library representatives ensure unity of aim, mutual understanding, and avoidance of competition, with its resulting wasteful duplication of effort and expense. The actual working out of various co-operative schemes, as found to-day in large American cities, will form the subject of another chapter.

CHAPTER II

CLASS-ROOM LIBRARIES

BUFFALO

It is generally conceded that in Buffalo the system in use for supplying the public school children with books is as perfect as it can well be made, being genuinely co-operative, economical, and effective. The present public library of Buffalo was opened in 1897, and by 1898 a scheme had been matured for co-operation with the schools. It was proposed that each school deciding to participate should surrender the library books in its possession (relics of the New York state library scheme of 1835), retaining only reference and purely professional works. The books thus collected were to be sorted over, the unsuitable ones discarded, and enough new ones added by the library to make a library equal in number at least to the number of children. The school authorities were to pay over to the library all money coming to them from the city or state for school library support.

The sanction of the State Superintendent of Education having been obtained, the plan was submitted to each principal of the city schools in a circular letter, requesting him to discuss the matter with his assistants and reply in two weeks whether or not he wished to apply for a class-room library. In response to this letter twenty-four applications were received, but as the resources of the library permitted the extension of the

scheme to only ten schools, a selection was made of those schools the principals of which were likely to give the plan the most intelligent and enthusiastic support. To these schools 163 little libraries were sent in October, 1898. Thus a beginning was made.

The experience of Buffalo has well illustrated the truth of the phrase, "Sweet are the uses of adversity". The lack of money that made it impossible to develop this work rapidly and to extend its privileges to all the schools requesting it has made it possible to select the schools in which the project is most likely to succeed. There has been a waiting list of schools from the first, so that, far from forcing the library books on the teachers, from sheer lack of resources they are supplied only after the schools have begun to clamour for them. This has ensured a slow but healthy growth of the system. At present there are 922 class-rooms in the city schools each supplied with a well-chosen collection of fifty books from the public library, the collections being changed once during the year. These small libraries serve 43,044 children, and the circulation for home use is 499,397, or nearly half a million. In addition to this, special libraries are supplied for open-air schools, classes for backward children, commercial classes, vocational classes, and for the use of teachers in their work. The teachers and school authorities generally are enthusiastic in their praise of the Buffalo system, and in no case has there been manifested the slightest desire to withdraw; on the contrary, the few schools not yet enjoying the privileges of the class-room libraries are impatient for admission to the system.

Since 1899 the library has issued for the use of the schools a list of the books available for the small libraries.

This list contains about 2,500 titles, arranged first, under authors, in eight groups, one for each grade, then under titles, and, lastly, under subjects. It is freely accessible to teachers and pupils, and serves as a guide to them in selecting their books. The routine work of this remarkable system will now be described in some detail.

The collections are made up during August at the central library, packed in strong paper packages, and sent out in wagons to the various schools, accompanied by an assistant to initiate any inexperienced teacher in her duties as librarian. Accompanying each package of books

"Whosoever will shall open the book of all the world, and read and ponder, and shall enter the common mind of man which is there contained, and avail of its wisdom and absorb its energies into his own and become one with it in insight, power and hope, and ere he is aware shall find himself mingling with the wisest, the holiest, the lovelest, as there comrade and peer. He shall have poet and sage to sup with him, and their meal shall be the bread of life."—*George Edward Woodberry.*

Buffalo Public Library

School No. 60 Grade 6 L 1

Miss M. Smith Teacher



CORD SHOULD BE LOOSE TO PREVENT TEARING

FORM 108 2000-5-4-15

FIG. 1

is a set of cards, five inches by six inches, each one bearing the name of one book in the collection, with suitable ruling for recording its circulation among the children. One bunch of cards is called the Library Record Book; by means of it the teacher can tell the whereabouts of

Also this receipt to be filled out and promptly returned:

BUFFALO, <u>September</u> 191 <u>5</u>
Received of THE BUFFALO PUBLIC LIBRARY
<u>50</u> books, as per record of library placed in <u>6th</u> grade
of School No. <u>60</u>
_____ <small>TEACHER</small>
Please fill this out and return to the Library
<small>F 119 5-6-15 224</small>

The following is an actual list of the books now in use in one of the sixth grades:

Little Women	Alcott
Child Classics	Alexander
Arabian Nights	Rouse Edition
Boy Pioneer	Beard
Story of American History	Blaisdell
Boyhood in Norway	Boyesen
Heroic Happenings	Brooks
Famous Americans	Brooks
Historic Boys	Brooks
Boy Scouts of Bob's Hill	Burton
Wampum Belt	Butterworth
Don Quixote Stories	Cervantes, Baldwin Ed.
How We Are Sheltered	Chamberlain
Boy Life in the Navy	Clarke
Makers of the Nation	Coe
Just Sixteen	Coolidge
Poems Children Love	Coussens
Donald and Dorothy	Dodge
Yellow Star	Eastman
Last of the Flatboats	Eggleston
Peeps at Many Lands	Finnemore
Sewing for Little Girls	Foster
Admiral's Little Housekeeper	Gould
Children's Book of Celtic Stories	Grierson
Panama and the Canal	Hall
Uncle Remus and His Friends	Harris
Story of Aaron	Harris

Teacher	_____
School	_____
Grade	_____

FIG. 4. REVERSE SIDE OF APPLICATION

The form of application is taken home to receive the parent's signature and guarantee, the following letter of explanation (printed also in Polish) going to the parent at the same time:

BUFFALO, N. Y., 191 has asked us for Library cards. If this is with your permission, and you are willing to be responsible for the books drawn on these cards, please sign (in ink) the blank enclosed over the words "parent or guardian" and return it to us. Yours truly, <i>Librarian</i>

After these formalities have been observed the child is supplied with two cards of different colours, one for

books of fiction, the other for non-fiction. (Figs. 5 and 6.)

[illegible]

FIG. 5

[illegible]

FIG. 6

On these cards the books are charged as they are taken out by the children, two books being allowed at once to each child. Each book bears the bookplate shown below (Fig. 7), with its timely suggestions for good citizenship.

The Good Citizen Says :

As a citizen of Buffalo I am an heir to all her beauty and to her great possessions, her roads and parks, her schools and libraries.

I resolve never to mar that beauty nor to spoil those possessions and, so far as I may, I will help my companions to a like resolve, for I plainly see that not to do thus must bring loss to them and to me.

Books from the Public Library will long give joy to every reader if handled with clean hands and in a gentle way.

I will see to it that the books which I read shall not be the worse for the joy and profit they have given to me.

FIG. 7. BOOK PLATE

When the various parcels are made up at the library each book is charged on a card of its own, accession number, title, school, and grade being recorded. In this way the library authorities are able to determine quickly the whereabouts of any particular book (Fig. 8).

2—841, 725
Coe.
Makers of the Nation.
School 60
Grade 6, L 1.

FIG. 8

At the end of each month the teacher counts up the circulation in her grade from the record book and reports the same to the principal, who, in turn, enters the numbers on a special sheet provided by the library (Fig. 9).

BUFFALO PUBLIC LIBRARY												
SCHOOL DEPARTMENT												
Report of the number of library books circulated from School No. 60 for 1915, to 1916.												
Teacher's names	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total	
Miss												

FIG. 9. PRINCIPAL'S REPORT

It is from this sheet that the library authorities compile their statistics. They are able, moreover, by looking for abnormally low circulation returns, to detect careless teachers or poorly selected libraries.

At the end of the first half-year, February first, all the libraries are changed, and in preparation for this the following letter is addressed to the teachers:

BUFFALO PUBLIC LIBRARY

February 1st, 1916.

Dear M.....

Your grade library will be changed on
 Will you please make special efforts to have every book in or accounted for at that time, that the changes may be made as easily and with as little delay as possible.

Yours truly,

.....

Supervisor, School Dept.

In order that this change of libraries may be made economically, it is arranged that entirely different sets for grade six, say, are sent in September to two schools in the same neighbourhood. These are labelled "Grade 6, List 1", "Grade 6. List 2", respectively, and are exchanged in February without return to the library. In any school with several classes of the same standard, six classes of the first grade, for example, then the school is provided in September with three identical sets labelled, respectively, "Grade 1, List 1, A"; "Grade 1, List 1, B"; "Grade 1, List 1, C"; and three others all alike, but entirely different from the first three labelled, respectively, "Grade 1, List 2, A"; "Grade 1, List 2, B"; "Grade 1, List 2, C". In February the two A's would exchange, the two B's, and the two C's, without removal from the

building. It will be seen that for this arrangement many duplicates are needed, in fact, though there are 2,500 titles on the list to choose from, there are 59,000 volumes set aside at the central library for school purposes.

In June, another letter is sent to the principal:

BUFFALO PUBLIC LIBRARY

June 1st, 1916.

M.....

Principal of School No.....

Buffalo, N.Y.

Dear

We will check and call in all grade libraries from your school on if this date is convenient to you. We enclose notes to your teachers, and trust that they will be able to have all books in or accounted for at that time. In order to make the check as complete as possible, prices for lost books should be obtained before the above date.

Yours truly,

.....

Supervisor, School Dept.

The books are then collected by the wagons and returned to the library, where they are overhauled and repaired, rebound, or replaced, according to their condition. In Buffalo it is found necessary to replace 10,000 volumes yearly.

Before the schools break up for the midsummer holidays a circular is sent to each pupil of grade eight, inviting him to continue as a borrower at the general lend-

ing department of the central library. A form of application accompanies the letter, and the way to the adult department is made as easy as possible. The circular runs as follows:

The BUFFALO PUBLIC LIBRARY

WALTER L. B. BROWN, LIBRARIAN

MRS. H. L. ELMENDORF, VICE-LIBRARIAN

Buffalo, May, 1914

To the Class of 1914,

Public Schools, City of Buffalo.

Ever since you began to go to school good books have been offered to you to read. These books have either been bought by the school authorities, or have been sent to the school by the Public Library, so that you may get them very easily.

You are about to leave the Graded Schools, and are leaving these supplies of books at the same time, but more and even better books will still be freely at your service.

If you are going onward into the High School, you will need books to widen and illustrate and relieve the new studies of that school.

If you are to have no further formal school life, you will need the help of good books even more perhaps.

Education is but begun in school, however high the school may be. Life educates us all, whether we chose or not, but much of the wisest and most interesting and most agreeable education is chosen, every man for himself, in the books he selects to read.

Wise, interesting, successful, agreeable men put the best of what they know into the best of their books. If you know how to get out of a book what the man who wrote it put into it, you have the key to what all men know.

However much you may have learned, you do not know it all. You can always learn something from another man, and books know beautiful and delightful things as well as useful ones.

More than 300,000 books are in your Public Library, freely yours to read. Among these many will be the few that you need. The Library staff is ready to help you choose if you want help, or to give you what you wish, if you have already chosen.

The door of opportunity is open. Get your Library cards and use them.

In the central library, the books intended for the schools are shelved in a room by themselves, and in a

smaller adjoining room, called the "teachers' room", are samples of all the books on the school list. Teachers may come to this room and select the libraries for their rooms, in part, or in whole, as they wish. A schedule is carefully kept, showing what sets have been sent to any



FIG. 10. THE CLASS-ROOM LIBRARY—BUFFALO

particular school. A large map of the city, giving the locations of the schools in the system and the best routes thither, is another feature in the equipment.

Additions to the class-room libraries may be made at any time at the request of the teacher; the books are sent out in the usual way, accompanied by the corresponding cards, which are inserted in the teacher's record book. In this way special needs arising in the course of the year's study may be promptly met.

There are several important advantages that the system just outlined possesses over one in which the books are

purchased by the educational authorities and remain in the class-rooms as a permanent part of the school equipment. (1) The school gets the benefit of the librarian's expert knowledge in selecting and purchasing books, and in the use of up-to-date methods and devices used in connection with their circulation. (2) The books may be purchased in large lots, thus insuring generous discounts and relieving the teachers of the importunity of the itinerant agent. (3) With much less duplication of books and labour a far larger selection is obtained for each grade. (4) In the yearly overhauling unsuitable or dilapidated books may be withdrawn. Under the old system such books accumulated and burdened the shelves for years, giving a wrong impression as to the size and value of the library.

In the foregoing account the most important thing of all has been overlooked—getting the books read. In the case of a large number of children no effort is necessary, indeed, the teacher may be compelled to limit the number of books taken each week lest the child should spend too much time over them. There are many children, on the other hand, that come from homes where books are rare and ignorance reigns, or where economic conditions necessitate constant toil for every member of the family, leaving no time for the improvement of the mind. In such cases the teacher may find a complete indifference or, perhaps, open contempt for books of all kinds, and comes to realize that the greatest thing she can do for many a child is to develop within him the habit of thoughtful reading. The resourceful teacher tries many plans. She will sometimes read aloud an interesting portion from a book or give a brief outline of it. Sometimes she will take advantage of an accident, or unusual

occurrence in school, or of a question arising in the school work to refer to certain books bearing on the subject which has become interesting to the pupils. Occasionally a child is encouraged to tell the remainder of the class stories from the books she has been reading, though this plan should be used carefully, as the fear of having to reproduce his book would deter many a timid child from reading any. Force must not be used, and perfect liberty in the selection of the books should be allowed. In no case should the privilege of reading the book be given as a reward or withheld as a punishment. Much depends on selection. If the teacher knows her pupils and has the right book at the right time, she will rarely have trouble in finding readers. In the class-room library there is usually a fair proportion of books of an informational character containing facts that bear on the course of study. A skilful teacher may compile lists of questions that will lead the pupils to use such books as tools in their daily work. Many teachers include in their school collections a number of adult books which they induce certain children to take home to their parents, thus tending to improve home influences.

A plan that seems to have much to commend it is to let each child use the book he has chosen for oral reading, instead of the prescribed reader.¹ The advantages of this method of teaching oral reading lie in the fact that the child is interested in what he is reading, and is inspired by the thought that he has an audience that is interested also. There is thus presented an ideal condition for securing good, expressive reading, since the reader has now a motive for interpreting the passage for the benefit of others.

¹ St. Louis adopted this plan in 1897. The plan as carried out at Pomona, California, is described in Bostwick's "Library and School."

CLEVELAND

This city carries on the work with great enthusiasm, but does not send out books to schools within a half-mile of the central library. In 1915, 340 class-room libraries were sent to the eight grades, 30 to kindergartens, and 8 to backward classes, while 63 applications remained unfilled from lack of books. A school librarian makes several visits each year to each room, discussing the use of the books with teacher and pupils, and learning the needs of the class. The books are intended primarily to supplement the school books for study, but some books are included for recreation. Cleveland has a very large foreign population, so that in many school-rooms the books are selected with the distinct purpose of helping the children to learn the English language.

A distinctive feature of the Cleveland system is the institution of branch libraries in some of the public schools, six being now used for this purpose. These make a specialty of children's work but are open to adults as well. All of the school branches are in outlying districts, five of them being in the foreign quarter. The public library provides the books (from 3,000 to 5,000 volumes) and an assistant; the school furnishes free room, light, and heat. Such a branch is in a splendid position to do effective work with school children; being a branch of a great system, it has large resources to draw upon for books and reference material, while its position in the school building enables the librarian to get into touch with all the teachers, and, through them, with the pupils. If the teachers have the proper attitude toward the librarian, there seems no limit to the good that may result from such an arrangement. Many librarians, however, find that branch libraries in school buildings are fre-

quently ineffective. Adults dislike going into an institution that has been always looked upon as the domain of the children, and the children tend to avoid anything associated with school work. Where such an attitude exists, there is need of a change in the relation of teacher and pupil, and also of a campaign to enlighten the parents on the possibilities of the school as a social centre.

NEWARK

The librarian in this city is animated by the conviction (1) that the public school building should have a wider

To The Reader of This Book

This book comes from your Free Public Library, which has a great many other books— thousands of them. If you have enjoyed this one you can get another of the same kind; and if you like other kinds of books better, the Library has them also.

Ask your Teacher about Books to Read and how to get them from the Library.

Come and visit the Library yourself. It is on Washington Park and is open all day and every evening. It has a special room for Children.

Visit one of the Branch Libraries. Here is where they are:

Clark St. Branch. Clark, corner Ogden.

Roseville Branch. 497 Orange St.

Springfield Ave. Branch. 245 Springfield Ave.

Ferry St. Branch. 205 Ferry St.

Clinton Ave. Branch. 502 Clinton Ave.

High School Branch. Barringer High School.

The Free Public Library,

Newark, N. J.

use than at present, and (2) that a closer relation should exist between the various departments of the public ser-



FIG. 12. A CLASS-ROOM LIBRARY—NEWARK

vice. In consequence, he has organized a highly effective

system of class-room libraries, and is now developing the plan of establishing branches of the public library in school buildings. He is, moreover, advocating all-the-year school terms, with less cramming and more reading, and the opening of school-houses in the evenings and Saturdays, when, equipped with books, periodicals, stereopticon, games, and other means for enjoyment, they would form social and recreational centres for the people of the district.

Class-room libraries in Newark are sent to no grades lower than the third, effort and expense being thus concentrated on those who can read well. A graded list of 1,700 titles is issued by the library, and a model collection of 750 titles is kept for the sake of teachers who choose to select their own books. The libraries sent to the schools consist of about forty books, packed in a strong box, which serves as a book-case. Pupils are allowed one book a week, each child being encouraged to select his own. Like Buffalo, there is a very complete system of charging and of collecting statistics.

CHICAGO

The public library supplies 559 class-rooms with small libraries, and reports "a waiting list of teachers anxious to secure the privilege. Ten times the number of books now set aside for this purpose would soon be exhausted." The work in this line has grown from a circulation of 25,000 in 1910 to 180,500 in 1914. Chicago has also begun placing branch libraries in the public schools after the manner of Cleveland.

A form of library work not previously mentioned is carried on quite extensively in this city. Collections of books are sent to factories and other industrial establishments for circulation among the employees. The

firm provides the room with necessary shelving and equipment, and employs a competent librarian to issue the books and assist the employees in securing the books they need, giving particular attention to those who are interested in correspondence and night-school courses. The books in these factory deposits deal mainly with business problems, and are chosen with reference to the particular line of work at the factory. Exchange of books is made at frequent intervals in order to keep up-to-date, and finding-lists of other books at the main library are provided, additional books being sent as needed. By means of these factory libraries, large numbers of boys and girls, who have been forced to leave school early to enter industrial life, are given an opportunity for self-improvement.

DENVER

Carefully-selected class-room libraries are sent to the schools for retarded children, the chief cause of the backwardness having been found to lie, rather in the inability to read properly than in any real defectiveness in the children. This library also provides a large collection of books on pedagogical subjects shelved separately for the use of teachers.

In June, graded lists of good books for vacation reading are distributed among the children. These include a few works of fiction, but are mostly interesting books connected with history, geography, or science, the object being to keep the children from becoming rusty during the long holiday.

ST. LOUIS

In 1897, the librarian, then Mr. Crunden, called a meeting of the various public school principals and inter-

ested them in the project of providing supplementary reading for the schools. School board and library board shared the expense, and the library selected the books. Thirty copies of each book were provided to be used by the children as readers, in place of the authorized school reader.¹ A start was made with eighty sets. In 1901, 269 sets were in use and the report of 1912 gives 869 books, each duplicated thirty times. The books pass from school to school; they include reading matter for all grades, and cover all kinds of subjects that appeal to children. There are picture books, Mother Goose rhymes, fairy tales, fables, and folk stories, Greek heroes, mediæval legend, biography, history, travel, and the drama, with nature study stories all along the line. An effort has been made to keep away from books bearing closely on school work. Books of information and reference are provided by the school board separately. In addition to this supplementary reading, class-room libraries of miscellaneous books are provided for home use. There are now 200 of these in operation, and more are needed. Branches have been opened in eight public schools, and have become a most successful department of the library work.

The foregoing accounts of the efforts of the public libraries of Cleveland, Newark, Chicago, Denver, and St. Louis toward supplying the children with books through the agency of the public school might, with slight variations, have been given of scores of cities throughout the United States. It is worthy of note that, once the class-room libraries have been given a fair trial, the library invariably finds itself taxed to the utmost to keep up with the demand for them.

¹ The scheme is described in a paper by Mr. Crunden, which is quoted in Bostwick's "Library and School."

CHAPTER III

OTHER METHODS OF CO-OPERATION

REFERENCE WORK

Many libraries now invite certain grades of school children to their reference departments to get instruction in the use of the library and its books. The children come with the teacher at some regularly appointed hour and receive a brief, but fairly thorough, course in all matters pertaining to the library. One day the card catalogue is explained; another, the classification and arrangement of the books on the shelves. Other lessons follow on the use of dictionaries, encyclopedias, and magazine indexes. The structure of the book and the value of its table of contents, preface, and index are fully discussed, while "How to handle a book" is one of the earliest and most necessary lessons the little ones receive. After the lessons, problems are given to insure that the subject has been understood. These problems are based on the school work, so that the pupil sees the practical value of the library instruction from the first. To stir up interest in this work a library may institute a contest or "game". Three questions are posted up on the bulletin-board each week for ten weeks, intended to call attention to some kind of library card, or reference book. The children write out answers, and the best are rewarded with a place on the honour roll. The following are the questions for one week:

- (1) Who wrote *The Dog Crusoe*?

- (2) Give the names of four books by R. L. Stevenson.
- (3) Give author, title, and call number of three books on Submarines.

Another library may induce the children to enter a contest in essay writing on some such subject as "How to use the library", the essay being read by the librarian, and the best ones published. Occasionally the reference librarian may go to the schools and ask for a half-hour with each of the grades for the imparting of this instruction, but, while this method may permit of larger numbers being reached, it has the disadvantage of bringing neither children nor teacher to the library.

After the children have learned the resources of the reference-room, will they make any use of it? Much depends on the teacher. If she is working in sympathy with the librarian, she will give the children questions to look up at the library on history, geography, nature study, or biography. She will herself become acquainted with the books available and assign subjects for composition that will require considerable independent research by the pupils. In all cases she will notify the librarian as to the subjects assigned, so that preparation may be made for the rush of children by the withdrawal of the necessary books from the general circulation for a few days and the placing of them where they will be accessible. When each class is restricted to a certain hour a large number of children may be helped, and, what is more important, they will gradually form the habit of relying on their own exertions for the solution of their difficulties. In 1915, twelve branches of the New York public library were visited by 538 classes, comprising 21,000 children, with their teachers, as a regular part of the school work.

BOOK LISTS

Another important service rendered by the librarian to the teacher is the preparation of lists of books for all grades, on all subjects, and for all occasions. A bulletin-board, often profusely decorated with original sketches or other appropriate pictures, is placed in the library; similar ones are placed in the schools, and on these are posted the names of the books at the library dealing with subjects that are under discussion at the school. The needs for special days and subjects are thus anticipated. Lists are made out for Easter, Thanksgiving, and for national celebrations, also lists of suitable Christmas books, summer vacation books, and books that might be useful in the commemoration of the birthday of some statesman, poet, or national hero. Longer annotated lists are printed and issued as leaflets or pamphlets, and distributed to teachers or children at suitable times, in anticipation of some approaching event, for which special reading-matter will be needed. Pittsburgh library publishes many valuable lists; one, in particular, "Patriots", gives five or six titles of books on each of a dozen such men as Robert Bruce, Abraham Lincoln, Admiral Nelson, and Leonidas. In the hands of an enthusiastic librarian, with a wide knowledge of children's books, there seems no limit to the good influence of the suggestive book-list.

PICTURES

Again, the library is in a position to help the schools by providing pictures for illustrations, chiefly in geography, nature study, and history. The pictures are clipped from old newspapers, magazines, advertising material, and discarded books, mounted on strong paper

or pulp-board, and filed away under such headings as will make them most easily available for the teacher's use. Teachers are allowed free access to the pictures and may select as many as they need for their work. These are packed up in a large envelope of strong paper with the label shown below attached. A similar label is kept filed at the library until the envelope is returned.

Loaned to _____

Subject _____ No. _____

To be returned _____

From the picture collection of

THE BUFFALO PUBLIC LIBRARY

Many libraries are now procuring educational lantern slides and stereoscopic views on all subjects. These are classified, catalogued, and loaned to schools on request, as in the case of the ordinary pictures. If the school has no lantern, the auditorium of the library may be placed at the disposal of teachers who wish to give talks, or show views illustrative of subjects taken up at school. Some of the wealthier libraries are installing moving-picture machines.

Some libraries, notably St. Louis, are attempting to educate the taste of the people for good pictures. To this end several works of art are borrowed from the art museum, and displayed in the library, with printed description and critical notes attached. The pupils of the higher grades of the public school are invited to come every Saturday morning to hear short lectures on art given by experts, the pictures in the library being used

for illustration. These lectures are wholly informal, the children being allowed to ask questions freely and express their own views regarding the painting under discussion. In this way the children learn what a good picture really is.

MUSEUMS

Other museums co-operate with the library and the school by lending natural history or mineralogical specimens to the library to exhibit to the children, and sometimes loaning specimens to the school directly. Many libraries themselves own museums, the specimens in which are available for school-room use at any time. In New York, Brooklyn, and Milwaukee, the school boards have each provided a children's museum, containing reading-room, lecture hall, picture collection, specimens in natural history, history, and geography; also aquaria, vivaria, and observation bee-hives. Loans of birds, insects, and other interesting specimens are made to teachers for use in illustrating their lessons, and daily half-hour talks are given in the reading-room after school hours for the benefit of both children and teachers. By the side of the specimens in the museum are cross references to books in the public library that will throw light on that subject. Thus, through the agency of the public library the educational value of richly equipped museums and art galleries is brought to the common people and their children.

THE TEACHER AND THE LIBRARIAN

The connecting link between the school children and the librarian is the teacher. Unless her sympathy is enlisted there can be no co-operation worthy of the name;

indeed, in a large number of cities to-day it is the apathy of the teacher alone that stands in the way of the extension of library privileges to the pupils. Where such is the case, much tact is necessary on the part of the librarian, many visits must be paid to the school, and many interviews held with principals and assistants before they can be convinced that the new way is, at least, worth trying. Besides using her powers of persuasion, the librarian with a deep insight into human nature may invite the teachers in a body to tea at the library, thus effectually breaking down all opposition. In many cases teachers have been started into activity through the interest in books manifested by a few of their pupils, who had come under the influence of the public library.

In most libraries to-day many special privileges are extended to the teachers. (1) They are notified when any books arrive that might interest them or their pupils. (2) They are invited to the library and given the freedom of the building, selecting books, magazines, or pictures, as they please. (3) They are consulted with reference to book purchases and with reference to any change of policy to be made by the school department of the library. (4) They are allowed to borrow four, six, eight, or more books on special cards, with no time limit set for their return; and an unlimited number at vacation-time, to be retained for two months. (5) Where the circumstances of the library will permit, a room is furnished for the special use of teachers and provided with pedagogical and professional literature. (6) The librarian attends the round-table conferences of the teachers of the various grades, providing them with lists of books adapted to their particular department of work, and explaining how she can help them. (7) Similarly,

but in a more general way, she gets in touch with all the teachers of her county or state, through their various conventions. Advantage is frequently taken of these meetings to make an exhibit of children's books, classroom libraries, picture collections, and other helps.

In order to carry on these various departments of school work effectively, the librarian makes thorough study of the curriculum prescribed for the different grades of the school, and allows herself to be guided by it in the purchase of new books, the preparation of reference material, the selection and classification of pictures and specimens, and in the arrangement of the lists and bulletins issued to the teachers and children. The character of the work calls for special qualifications in the supervisor. Besides the technical training in library economy, she will need considerable pedagogical knowledge. Ex-teachers of wide experience, with a course at a library school, are admirably adapted for the position. At a large number of library schools in the United States courses in pedagogy have been instituted, comprising psychology, history of education, sociology, and methods of teaching. The aim of these courses is partly to train teachers for library schools and partly to provide for the needs of the school department of the library.

THE SUNDAY SCHOOL LIBRARY

The Sunday school library, once a by-word and reproach, usually has a good collection of wholesome books, both informational and recreational in character. In urban localities, however, such libraries are duplicating the work of the public library with consequent wastage of money and labour. The tendency to-day is toward handing a large portion of this work over to the

public library authorities, who have the experience and training so necessary for the proper selection and purchasing of books and the administration of the library. To quote a prominent authority of the United States:

"There seems to be no reason, however, why Sunday Schools should not do as secular schools should do, namely, retain a small specialized collection for the use of teachers and pupils in the preparation of their lessons, not primarily for circulation, and rely on the public library for all general supplementary reading. The school would then maintain an attractive reading room fitted with biblical commentaries and expositories, versions in various languages for comparison for the older scholars, geographies of the Bible lands and travels therein, encyclopedias and dictionaries of religion. . . . In a small city the various schools may combine to maintain a room of this kind in the public library building."

In the working out of a scheme of this kind all the children's books would be housed at the library. Graded lists would be compiled by a joint committee of the library and Sunday school authorities and distributed among the scholars, new books being announced on a bulletin-board at the school from time to time. From these lists the children would select their books a week ahead, and the Sunday school librarian would notify the public library as to the books needed. These would all be delivered in bundles or boxes at the various schools by a carter on Saturday, each collection being charged as a whole to the school receiving it. The librarian of the school would look after the distribution of the books to the children on Sunday, and collect those that they wished to return. Of the latter he would re-loan any that might be called for, sending the rest back to the library on Monday. At the beginning, the Sunday schools would turn all their books in to the central library, where they would be classified and catalogued with the regular stock. The expense of the plan would be covered by annual contributions from the various schools, made in proportion to their average attendance.

CHAPTER IV

THE CHILD AND THE LIBRARY

The previous chapters deal with those activities of the library that are carried on for the sake of the children, through the instrumentality of the school, its teacher, officials, and equipment; in this, an attempt will be made to describe the steps taken in the library itself to benefit the children, simply as children, without special regard to their schools, their teachers, or their studies. This latter phase of the work for the young is deemed by many librarians as likely to be even more productive of good than the class-room libraries. While the librarian is glad to be of service to the child in his school studies, his ultimate aim is to secure that child as a regular frequenter of the public library from school-days onward throughout life. To this end he strives to lead the boys and girls to form habits of reading good books and seeking for them where the best are to be found. "The aim of the children's department is to reach every child in its city or town ———. Its primary function is that of feeder to the adult departments of circulation and general reference, and its efforts should be directed toward focusing the children's attention upon the library as a present and future source of reading and help."¹

HISTORY OF CHILDREN'S WORK

In library matters, as in educational, the admission of the child to his rights did not take place all at once.

¹ Alcott—Library Work with Children.

The index of the great library report of 1876, issued from Washington, does not once contain the word children. In that year there was probably no library on the American continent opening its doors to any reader younger than fourteen years of age, a limit that has been surrendered very gradually and reluctantly and is still retained to the present in a few places. The work may be found to-day in all stages of growth. Some libraries have merely admitted the children; others have provided a "corner," table, or corridor for their use; others, again, chiefly those in modern buildings are able to devote a well equipped room to their accommodation; while in its most advanced state, the children's work is placed under a highly organized department with a specially trained assistant at its head. The latest stage in the evolution of children's work is found in Brooklyn which, in September, 1914, opened a building entirely devoted to children. This is admirably planned and beautifully and appropriately decorated. This—the Brownsville Children's Branch¹—is open for circulation on Saturday from 9 a.m. to 7 p.m., and on school days in the afternoons from three to seven. From 7 p.m. to 9 p.m. daily it is used exclusively for reading and reference, the average attendance during these hours being 250. Upwards of 160 questions are solved from the reference books each evening. Statistics for the two years during which the branch has been in operation show how fast the work is growing.

In November, 1915, the home circulation was..	29,949
In November, 1916, it was	36,717
The largest daily use in 1915 was	1,941
The largest daily use in 1916 was	2,513

¹ Library Journal, Sept., 1914.

The foregoing facts have been kindly furnished by the Supervisor of the Children's Department, Clara W. Hunt, who adds the following remarks which we cannot do better than quote verbatim: "The Brownsville branch is located in the midst of one of the most congested Jewish districts of the city. The children are eager, voracious readers, who flock to the library in such numbers as to tax daily its capacity during the fall and winter months. The staff numbers twelve, whose time is divided between the work of charging and discharging books, attending to the children's wants upon the floor, answering questions, suggesting books, receiving registrations, doing necessary clerical work, and looking up reference material in connection with the children's school work. . . . The fact that the best books go into thousands of homes where there is nothing of beauty and but little to alleviate the barrenness of existence makes the library a great factor in the life of the neighbourhood. The story-hour and the two clubs furnish opportunities for personal contact and for an intimacy impossible to establish elsewhere in the activities of the branch."

Children's work has grown with great rapidity. Statistics for the United States are not obtainable, but it is safe to say that all large cities have children's rooms. At the American Library Association conference of 1913 Dr. Bostwick of St. Louis reported the result of a questionnaire sent to seventy-eight of the largest libraries, asking for statistics of their children's work. Of these fifty-one responded and reported a total of 1,147,000 children's books with a circulation of 11,200,000, which was over one-third of the total circulation of these libraries.

To the library of *Pawtucket*, Rhode Island, will probably be given the credit for having first abolished the age limit. From the opening of that library in 1877 the librarian, Mrs. Saunders, had a children's section where she guided young people in their reading. She had tables set apart for this purpose with picture books and magazines; and also allowed the children to take books to their homes.¹ The present librarian has kindly furnished a few facts gathered from early reports. By 1882 tables and chairs for seventy children had been provided, no one being refused a place who could write his name. By 1890 Mrs. Saunders could report a circulation of 14,477 to children, which had risen to over 25,000 by 1909, the last year this lady had charge of the work. During all this time teachers were co-operating heartily, bringing their classes to the library and helping them in reference work. Class-room libraries were also begun at an early date.

Hartford, Connecticut, was another library that did early work with children. Even in 1878 the librarian, Miss Hewins, had formed an Agassiz Society for the study of birds. This was composed of children, and met in the library where the books were freely used, great efforts being made by the librarian to develop in the children a taste for good literature.

Very important pioneer work in the direction of providing children with library facilities was started quite independently in *New York City*. Miss Emily Hanaway, a devoted teacher, principal of the primary department in grammar school No. 78, conceived the idea of establishing a reading room for children. In a paper read before the library school of Columbia College in 1887 she recounts the history of the movement that she in-

¹ Library Journal, XL: 792.

stituted:¹ "For several years it had caused me much pain to find that many of the children of our school were either without suitable reading or were reading books of a most injurious kind. The more I pondered the matter, the more I became convinced that much of the poison infused into the mind of the child begins at a very early age In the summer of 1885, while seated in the room where the National Teachers' Association had assembled, a thought, as if some one had leaned over my shoulder and suggested it, came suddenly to my mind, 'Why not give the children reading rooms?' "

That year Miss Hanaway secured a room in a day-nursery near the school and solicited donations of books from various publishers of the city. These, augmented by her own school library, were installed in the little room, and the children went there to read or to borrow books for home use.

Feeling that her project lacked breadth, Miss Hanaway next consulted the clergymen of all denominations in a well-known neighbourhood and obtained from them the names of men suitable for a committee. Eleven men having been found willing to serve, a meeting was held in a private house and there, without library room, books, or money, but a strong faith in the possibilities of children, the Children's Library Association of New York was formed. A local branch of the Young Men's Christian Association offered the use of a room from four to six o'clock, publishers were again canvassed for books, and friends of the movement for money; a librarian was engaged and cards issued to the children.

In the autumn of 1886 the library found more suitable rooms, which it shared with a Women's Christian Temperance Union at \$6.50 per month each. There

¹ Library Journal, XII: 185.

were now 350 books besides magazines, pamphlets, and stereoscopic views, and 750 admission cards had been issued. At times the shelves were bare, but the doors were still kept open. More donations of books came, but the children came faster. They wept when refused tickets. They crowded the sidewalk, on one occasion waiting three hours for their turn to enter. By this time the work had passed the experimental stage, gifts, workers, and rooms being offered in abundance, better still, many public library trustees had become interested and began planning accommodation in their own buildings. In 1888 the original children's library moved to suitably equipped quarters in a newly built free library of the city.¹

Brookline, Massachusetts, deserves the credit for having been the first to open a special room for the little folk. In 1890 a small basement room of the library was fitted up as a children's room. This accommodated sixteen children at a table and eleven at shelves against the walls. Its capacity was overtaxed from the first.

Milwaukee opened a separate children's room in 1893. This was a portion of one of the corridors of the library.

Denver claims the honour of having opened the first real children's room. In 1894 a room twenty-two feet square was fitted up with tables and chairs and provided with 3,000 juvenile books and other reading matter. Here the children were given free access to the books, reading them in the room or borrowing them for home use. The circulation of books among children that year was 70,000, one-third of the whole.

Cambridge, Massachusetts, opened a children's room in the same year as Denver, and since that time the

¹ Library Journal, XIII: 140.

growth of the movement has been too rapid to record.

THE CHILDREN'S ROOM

The typical modern children's room is an airy, well-lighted room on the first or the second floor of the public library building, easily accessible and often provided with a separate entrance. The furniture consists of strong tables and seats of various heights to accommodate children of all ages. Circular tables are preferred, but long ones reaching across the room are often used. The seats may be separate chairs or strong benches the length of the tables, each accommodating a row of children. Extra seats are sometimes placed against the walls under the windows. The books are placed on open shelves arranged around the room against the walls, and since the children have free access to them, they are built of a height that permits any child to reach the book he needs. In selecting the books for this room, the needs of all ages, tastes, and temperaments to be found among children of from three to fourteen years of age are taken into account. There are picture books for the little tots who come with their older brothers or sisters; there are easy readers for the foreign child, and story books of every description. The non-fiction forms from twenty-five per cent. to fifty per cent. of the books, and consists of books on natural history, travel, industries, engineering, electricity, photography, sports, and hygiene. The "Little Cousins", "Peeps", "World at Work", and "Highroads" series are much in demand. There are also historical tales; classical stories and myths; adaptations of Shakespeare, Chaucer, Tennyson, Dickens, Scott, etc.; biography; ballads and other poetry. There is usually a closed

book-case in which from 200 to 300 specially good editions of the best children's books are kept under lock and key. These are useful to parents and teachers uncertain what books to buy for their children, and are used by the librarian for reading aloud or as a source of stories.



FIG. 13. CHILDREN'S ROOM, CENTRAL LIBRARY, PITTSBURGH, PA.

The books are classified, marked, and catalogued just like those in the adult department. Of late, however, children's librarians have seen the need of elasticity in this regard and have modified the established Dewey or Cutter system to meet the needs of the young people. Thus, experience has shown that "Hunting" usually classified with "Amusements" under 799 is better placed among "Animals" under "Zoology", 599; similarly, "Sports" is classified with "Physical Training" instead of with "Amusements", and "Photography" with "Physics" instead of with "Fine Arts." In this way the classification is simplified and the books made more accessible. In some cases the cataloguer marks a book

with lead pencil at first and waits for experience to show where its permanent place should be.

In the decoration of the room care is taken to have all colours in woodwork, walls, or furnishings of neutral or soft tints perfectly harmonizing. Pictures of animals, children, historical scenes, and great national events form a valuable addition to the appearance of the room and have a great educative influence as well. Other important accessories are a large fireplace, the bulletin board for notices of new books, a magazine rack, a few good reference books, a cabinet of mounted pictures and clippings, and the card catalogue. Sanitary drinking fountains and a wash room with soap, mirror, comb, and towels form indispensable adjuncts of this important department.

Children are admitted to the room at any age below fifteen years. As soon as a child can write his name on an application blank he receives a borrower's card good for three years and costing five cents. In foreign districts and poor localities it is difficult to get a guarantor, so the application is sent to the teacher for verification, but no responsibility rests upon her. The rules are much the same as for adult borrowers, except that, where books are overdue, the child's card is not withheld permanently if the fine is not paid. This exemption is necessary only in districts with a large foreign population, or where the people are very poor.¹

The results achieved by the children's department are of great importance:—(1) A taste for good reading is cultivated; with every variety of book at hand except bad books, the child may be allowed to roam at will among the shelves till he finds what he wants. (2)

¹ The foregoing description of the children's room is the result of actual observation of several of the fine children's departments in Toronto.

Tastes may be discovered and encouraged; for example, if the librarian finds a boy with a predilection for engines or dynamos she will make for him a graded list of works on his favourite subject and procure more advanced books for him from the adult department. (3) Tastes may be created; many children come to the library, but do not know what they want. The wise librarian studies boys and girls as well as books. To recommend a book directly is often a sure way to arouse a dislike for it; hence, she skilfully drops a suggestion here and there, appealing to this or that interest or instinct in the child, never giving him up until she has aroused a real interest and found a book that will satisfy it. A tactful librarian can excite an interest in almost any book she likes. (4) Habits of steady concentration are formed; wandering aimlessly about the room is forbidden, hence the children soon cease looking over books and sit quietly reading until ready to go home. (5) Excellent practical lessons in good citizenship are taught. In taking the books the children learn what it means to be entrusted with the property of others. Cleanliness is insisted on. While in the library the child is under kind but firm discipline and learns to obey laws. Toughs and incorrigibles become law-abiding citizens in return for the privilege of spending a few hours with their favourite books. Thus, the whole spirit of a community may be changed for the better. (6) When interested, the children bring their parents with them to the library, thus readers are gained for the adult department. (7) A "library-habit" is formed, the children graduating naturally as regular borrowers from the main shelves. In a few libraries an Intermediate department has been organized, embracing children from fourteen to sixteen

years and using books drawn from the main library but supervised by the children's librarian.

A good deal has been said as to the relative value of the children's room and the class room library as means of providing material for the children's reading. The two, however, are not antagonistic but supplementary, each doing a work that the other fails to accomplish alone. In many libraries they are managed by the same officials; in others, they are under separate heads, but in all cases they work in perfect harmony. The class-room libraries have several shortcomings:—(1) They do not bring the child to the public library, and when school days are over there is no assurance that he will continue to use its books. (2) The close connection that exists between the library books and the lesson books may prove a disadvantage, since many children dislike school and tend to throw aside any books that have been associated with it as soon as they are free to do so. (3) The influence of the school extends only from nine o'clock till four, leaving the child to his own devices for many leisure hours. (4) The class-room library offers only fifty books to choose from: the children's room has several thousand. (5) Unless the child goes to the public library, he does not get the full benefit of the expert knowledge of the trained librarian.

On the other hand, the children's room has its disadvantages:—(1) It reaches fewer children. (2) It may lack all connection with the school, and thus fail to help where it is most needed. (3) It does not utilize the teachers, the school officials, or the school property as fully as it should; in some cases it overlooks them completely. (4) Unless a teacher has had pedagogical training and experience she cannot handle children as effec-

tively as the teacher. (5) The school occupies too large a place in a child's life to be ignored in the selection of his books. In spite of all this, the children's librarian can do a work that many teachers can never do. She keeps a school without the school atmosphere. She is the teacher of hundreds without the teacher's authority and the awe that it inspires. She meets the child on new ground where he will reveal aspects of his character forever hidden to many a teacher.

THE STORY HOUR

The practice of telling stories to the children is a natural outgrowth of the children's room and has become a settled institution in most modern libraries. "Its primary object is the presentation of the great literature of the world in such a manner as to make the strongest and happiest impression at a time when it will have the greatest appeal." Biologists, sociologists, and child psychologists impress upon us the fact that child development epitomizes race development. It is well known that primitive people are remarkably fond of stories. The earliest literature of any people consisted of tales of heroes, of legends and sagas of the great deeds of great men, handed down from lip to lip through generations of minstrels and by them recited or sung to the people. Hence we find in the child a strong love for stories appearing at a very early age, and, moreover, a taste which changes with his development. The child is a story-telling and a story-loving creature. His earliest introduction to the literature of his race is through the stories heard at his mother's knee. The story hour in the public library is an attempt to supplement these and provide the child with a richer store of this early litera-

ature than he would otherwise obtain, and at a time when his developing nature demands it. Hence, the stories may be presented in a certain order corresponding to the age of the child, and this order, as one might expect, is the order in which they have appealed to primitive people in their various stages of advancement. The smallest children love folk-lore, fables, and fairy tales, advancing to myths, wonder stories, legends, and ballads. Older children may be led from these to stories from Nature, modern history, travel and exploration, then to modern fiction and biography.

The story hour, as a formal department of library work, dates from the early part of 1901. Near the end of 1900 Miss Marie Shedlock, who was at one time official story-teller to the family of King Edward VII, was induced to visit America and, while there, was invited to the Pratt Institute Library of Brooklyn to give an evening of story-telling for the benefit of the staff. The following year she gave a course of lectures in the Training School for Children's Librarians at the Pittsburgh Library—the first formal instruction given in story telling, in America, at least. It was from this visit that the story hour arose. It must be said, however, that stories had been told in several libraries for some years before this, the suggestion having come, it is said, from Kate Douglas Wiggin's story *Polly Oliver's Problem* published in 1893.¹

The story hour is generally held weekly throughout the year from September to June. Occasionally two are held, one on Saturday morning for the younger children, and one after four o'clock during the week for the older ones. Where only one is held several stories are told adapted to different ages. A room in the basement

¹ See last three chapters of this story.

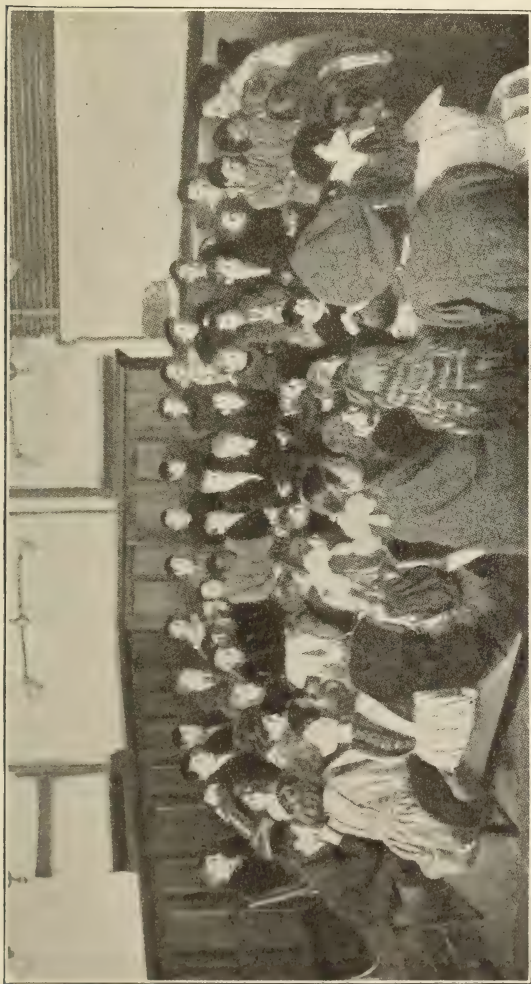


FIG. 14. A STORY-HOUR GROUP, PITTSBURGH, PA.

of the library is frequently used, though many new buildings are being provided with a specially equipped room which is reserved for the story periods. The room is furnished with plain benches arranged in semi-circles around the story teller and, in the wealthier libraries, is provided with a stereopticon for purposes of illustration.

The story teller, to be effective, requires very special gifts. She must grip the attention of every child throughout the period and present her story with all its original beauty preserved. All this requires, not only long, careful study of the tale itself, but a close acquaintance with the workings of the child mind and, in addition, a cultivated voice of sufficient flexibility to express and inspire all the emotions involved in the story. The various library training schools, of which there are now thirteen in the United States, give special instruction in the art, and it is becoming customary for a city library with numerous branches to engage a specialist in story telling to take charge of the whole work. Many librarians in charge of the smaller libraries are now securing some training in story telling from various summer and vacation schools.

The skilful story teller does not forget that, besides giving the children a pleasant hour and presenting to them a piece of choice literature, she must aim to make good readers rather than good listeners. She therefore manages to make numerous references to books that either contain similar stories or that throw more light on the one she is relating. Meanwhile, the assistant in the children's room is preparing for the rush, sure to take place, for books suggested in the story hour.

The character of the stories told and the sources from which they are drawn may best be learned from the following list in actual use at the Toronto Public Library. From two to four of these stories are used at a session and many have been repeated several times at the request of the children:

The Ugly Duckling.	The Travelling Musicians.
Snow White and Rose Red.	Why the Sea is Salt.
The Tinder Box.	The Legend of the Trailing
Ninny Ninny Not.	Arbutus.
The Hobbyahs.	Ulysses.
The Three Little Pigs.	Blue Beard.
Little Two Eyes.	The King of the Golden River.
Hans and Gretchel.	The Seven Ravens.
Cinderella.	The Lad Who Went to the
The Twelve Brothers.	North Wind.
Robinson Crusoe.	The Woodcutter's Child.
Alice in Wonderland.	The Pied Piper.
Cyclops.	The Story of Raggybug.
The Three Bears.	The Pomegranate Seeds.
Christmas Legends.	St. George and the Dragon.
The Three Golden Apples.	Krag and Johnny Bear.
The Gorgon's Head.	Sir Galahad.
The Pleiades.	Gareth and Lynette.
Voyage of the Norsemen.	Pandora.
How Mr. Dog Came.	The Hero of Haarlem.
The Little Lame Prince.	The Little Half Chick.
King Arthur.	Rikki Tikki Tavi.
The Tar Baby.	The Twelve Months.
Just So Stories.	

The Toronto library has recently introduced a series of stories based on Canadian history dealing with characters and incidents of peculiar value to an audience of children, many of whom are of foreign parentage. The stories in question comprise such subjects as Laura Secord, Champlain, Jacques Cartier, Henry Hudson, Madeleine of Verchères, Wolfe, and Brock. Many libraries are now publishing suggestive lists of suitable stories. The Carnegie Library of Pittsburgh has several series of "cycles", prominent among which are the "Norse Tales, Sagas, and Myths" for children over nine years, the age at which hero-worship begins to develop in

the child. Such stories are closely related to the origin of our own language. Some of the subjects are:—Harold Fairhair, Odin, Thor, Volsung, Sigmund, Regin—strong stories, all of them, in their moral teaching and wealth of suggestion, calculated to grasp the imagination of boys and girls of the proper age. There are also the Robin Hood stories, always popular, particularly with children nourished under the British flag. The *Iliad* and the *Odyssey* provide a rich fund of stories adaptable to all ages. The Pittsburgh library has also a list of stories suitable for dramatization, such as “The Three Bears”, “The Sleeping Beauty”, and “The Pied Piper”. The Carnegie Library of Atlanta, Georgia, suggests a “Travel” series covering France, Germany, and Mexico in one year, the subjects being, for the younger children, interesting stories and legends connected with the various cities and scenes in these countries and, for the older ones, biographical sketches of real historical characters like Napoleon, Hermann, Frederick the Great, Jeanne d’Arc, Cortez, and Montezuma. Another commendable series embraces five stories from *The Canterbury Tales*, twelve from *The Faerie Queene*, twelve from Shakespearian comedies, and twelve based on the greatest characters of Charles Dickens’ works.

The St. Louis library suggests many good stories suitable for special days. The list includes stories and legends connected with Christmas and Easter, and appropriate Thanksgiving, St. Valentine, and Arbor Day stories; also tales from the *Bible* of the great Jewish heroes and others of the Christ and the Apostles and Martyrs.

The story teller can exercise her power to the best advantage when she lays aside all books, makes the story

her own and tells it in her own way. Occasionally, however, a story may be read by way of a change. Passages from great books are frequently chosen in the hope that the children will be prompted to read the whole work. Suitable extracts are:—"Adventure with the Windmills" from *Don Quixote*; "The Centurion of the Twelfth" from *Puck of Pook's Hill*; ".007" from Kipling's *The Day's Work*; and "The Legend of Sleepy Hollow" from Irving's *Sketch Book*. Readings from Swift, Scott, Dickens, Lewis Carroll, and Mark Twain may be found in abundance.

It may be objected that this story telling overlaps the school work. In the Ontario course of study composition lessons are required from the first grade onwards, consisting, for the early grades, of stories told by the teacher and reproduced by the pupil. History begins with the third grade, the course being largely the narration of Bible stories, biographies of great men, and anecdotes relating to pioneer life in Canada. In towns and cities where the library holds a story hour, the librarian should meet the teachers of these lower grades and decide what portion of the field of story telling each is to occupy. It not infrequently happens that a story hour proves a failure at the beginning through the disappointment of the children at hearing worn out stories.

It is held by some that story telling is the prerogative of the teacher. There should be no conflict since both can do valuable work. Here, again, school and library are complementary: the teacher can reach more children and can correlate her stories with their school studies; the librarian has the advantage of a voluntary audience who feel free from the restraint of school and listen from pure pleasure. It must be said, moreover, that by

insisting on the reproduction of every story in composition or history, there is danger of breeding a dislike for the exercise and destroying all pleasure in the story thereafter.

Two new features have been lately introduced in connection with the story hour, neither of which can be heartily commended. One is the use of the moving picture machine to illustrate the story; thus, Little Red Riding Hood, Cinderella, Puss in Boots, or Dick Whittington are acted out in the pictures as the story develops. As a regular accompaniment of the story, this device is of doubtful value. (1) It will tend to create an unhealthy craving for continual excitement, leading eventually to an inability to attend to plain statements for their own sake. (2) While the young require much concrete illustration, the pedagogical ideal is the securing of voluntary attention. Hence, stories should contain less and less of those factors that appeal to involuntary attention. (3) One great value of the story is the training it gives to the child's imagination. The realistic pictures of the "movies" relieve the child of the necessity for exercising this important faculty.

The other device referred to as an aid in the story hour is the phonograph. This delivers the story from a record made from the voice of an expert story teller. While this might be effective when used as a novelty, it can hardly hope to take the place of the living voice and personality.

READING CLUBS

After getting the children to come to her room the children's librarian, seeking to establish the library habit more firmly, organizes them into reading clubs. These clubs are formed chiefly for the sake of children of

twelve years or over who have left school and seem in danger of falling into bad habits. There are clubs for boys and clubs for girls, the members being chosen with an effort to associate those of similar tastes and interests. The club is fully organized and officered, and is self-managed and governed by parliamentary procedure, the only adult member being the leader. Weekly meetings are held in rooms provided at the library or rented and equipped by the library management at some point



FIG. 15. BOYS' READING CLUB, COMPROMISE ALLEY, PITTSBURGH, PA.

in the city near the gang of boys or group of girls that is to form the reading club. The programme consists of debates, discussions of books or current events, or the reading of essays on subjects of immediate importance. The subjects chosen are remarkable for their breadth and allow large scope for reading and study.

The office of club leader is of vital importance. It is invariably filled by an adult, and the occupant is chosen with great care. Professional and business men and women, municipal officials and university students, peo-

ple of strong character and wide experience in life are chiefly sought for. To the leader there is presented a splendid opportunity of influencing the thoughts and lives of this group of boys or girls who have hitherto been drifting through life with no definite object save mischief, with no one to counsel them, and subsisting mentally on the poorest of trashy fiction and sensational newspapers and magazines. As the clubs are never allowed to become large, the leader is able to exert a personal influence over individuals as well as over the whole club, and the programmes soon begin to reflect his interests. The good results of such clubs are many: (1) A sense of responsibility is developed. (2) Forward children learn to respect the will of the majority, while the retiring ones find their votes as good as the others. (3) Interests are broadened. (4) A taste for strong, wholesome reading is fostered. (5) The children are drawn out and discover their powers and abilities, hence, they get a purpose in life.

THE HOME LIBRARY

In a great city large areas will be found situated far from any library. These districts are usually congested parts of the city, where the poorer classes live or where the foreign element predominates. Large numbers of children are found here who go neither to the school nor the library. They work at home, on the street, or in the factories, and many idle about the corners and alleys, a menace to the neighbourhood. To reach such children many libraries have organized a division of work called "Home Libraries." A small case of books is placed in a child's home, and there ten or twelve children are gathered weekly to meet a "visitor" from the library or

some social worker who gives out books and spends an hour with the children, talking about their reading, telling stories, or playing games. The small box of books



FIG. 16. HOME LIBRARY GROUP, PITTSBURGH, PA.



FIG. 17. A LIBRARY IN A HOME.

is changed on request. The influence of a refined woman in the home and neighbourhood, bringing pleasure and profit to the people, cannot be over-estimated.

In 1887 the Boston public library began sending boxes of from fifteen to twenty volumes and some juvenile magazines to a large number of the shelters of the Children's Aid Society and provided a visitor to meet the children and exchange their books.

The Grand Rapids public library offers to send a box of books, free of all charge, to any child kept home from school by reason of injury or any non-infectious disease.

THE JUVENILE COURT

The conditions that make home libraries and reading clubs necessary also produce each year an all-too-abundant crop of youthful criminals. Here, again, the library has come to the assistance of the child. The statistics gathered from children's courts show that most criminality is due to unoccupied minds and lack of discipline. Acting on this belief, the librarian places his books and his building at the service of the probation officer. In Somerville, Massachusetts, this official requires boys on probation to report to him at the public library instead of at the police court. Each must take out a book containing a good moral lesson and submit to an examination to show that he has read it intelligently. In Washington, D.C., the books withdrawn from circulation at the main library are sent to the juvenile court for the children to read while waiting for a hearing. Boxes are also sent to the various detention homes, corrective schools, and institutions for unmanageables.

CO-OPERATION WITH MOTHERS

Realizing that at best she can influence the child for only a few hours a week the librarian turns to the home, where the opportunities for guiding the child are so

large. She attends mothers' clubs, taking with her baskets of good children's books to exhibit; she distributes lists of books and talks with the mothers about the best literature for their children; she tells them many stories suitable for children and generally strives to impress them with a just appreciation of the value of the public library as an aid in the training of the young.

Many librarians watch the "Births" columns in the daily papers and send out lists of books on the rearing of children to the mother, inviting her to come to the library. There is usually a large proportion of responses, a good number of the women declaring it to be their first visit. Some librarians work in conjunction with the board of health, enclosing book lists in the pamphlets that are frequently sent to the homes to instruct the mothers in the care and training of children.

In this valuable work the librarian is setting an example that the teacher would do well to follow. A great drawback in our educational system hitherto has been the utter lack of co-operation between teacher and parent, especially in the large cities. The child goes from room to room, and all the parent knows of the teacher is the name. The only correspondence between them consists of the formal notes of excuse from the parent and the equally formal reports of progress from the teacher. The teacher blames the parent for the stupidity, misconduct, or ill-health of the pupil without examining into the home life of the child or seeking the parent's assistance: the parent finds fault with the teacher for the slow progress of the child or the harsh punishment dealt out to it, without once entering the school-room to become acquainted with the teacher or the conditions under which she works. For a solution of this difficulty

we come once more to the project of making each school building a social centre where teachers, parents, and librarians may meet on common ground, learn to appreciate one another's view-point, and arrange plans whereby all may co-operate in the great work of building strong characters in the future men and women.

PLAY GROUNDS

It is characteristic of our modern educational system that the child has become the central factor. In the past we have emphasized in turn the teacher, the method, and the course of study; now, all these are considered as means to a greater end—the welfare of the child. One of the latest institutions to express this tendency is the supervised playground. We had long taken it for



FIG. 18. STORY-TELLING IN A SUMMER PLAYGROUND IN SEATTLE

granted that schools should close for two months in the summer to give the children time for outdoor recreation. It has only recently occurred to us that the throwing of thousands of young people out of employment during

July and August is, especially in congested urban districts, a menace to the child and more of a misfortune than a benefit. In 1900 the school boards began to cope with the situation by opening the play grounds during the vacation months, equipping them with apparatus for the entertainment of the children, and appointing a supervisor to direct them in their games.



FIG. 19. SUMMER PLAYGROUND, PITTSBURGH, PA.

To these play grounds the library sends boxes of books adapted to the number, ages, and attainments of the children who frequent them. A librarian visits the playground at certain times of the day to exchange books for home reading and to conduct a story hour under the shade trees. The stories are frequently dramatized, the open air being admirably adapted for this. Besides adding to the pleasure of the children and increasing the attendance of the playground, the library aims at securing many of the children as permanent borrowers. The books sent to the play ground are wholly for recreation, not for instruction.

THE BOY SCOUTS

As might have been expected the libraries have, from the first, co-operated with the Boy Scout organizations in their efforts to provide wholesome reading for the boys. Quite recently the Library Commission of the Boy Scouts of America was formed, consisting of four eminent librarians representing the cities of Washington, Brooklyn, New York, and Pittsburgh, together with four members of the Boy Scouts Editorial Board. This committee has begun the publication of an "Every Boy's Library" which is to comprise the best boys' books obtainable. At present there are over thirty books in the series, consisting of choice books of adventure, sports, and college life. The intention is to add to this collection in the future. In the announcement of the publication of these books there are a few sentences that show the promising attitude of the Boy Scout leaders toward the great question of what the boy shall read:

TO THE PUBLIC:—

In the execution of its purpose to give educational value and moral worth to the recreational activities of the boyhood of America, the leaders of the Boy Scout Movement quickly learned that to carry out its program effectively, the boy must be influenced not only in his out-of-door life but also in the diversions of his other leisure moments. It is at such times that the boy is captured by the tales of daring enterprises and adventurous good times. What is needed is not that his taste should be thwarted but trained. There should constantly be presented to him the books the boy likes best, yet always the books that will be best for the boy. As a matter of fact, however, the boy's taste is being constantly vitiated and exploited by the great mass of cheap juvenile literature.

Mr. Franklyn Matthews, Chief Scout Librarian, met the American Booksellers at their convention in 1915 and arranged with them to hold a "Safety First Juvenile

Book Week" from November 28th to December 4th. During this week all booksellers exhibited their best books for children and made a special effort to bring these to the notice of teachers, parents, and children, at the same time warning them against trashy books in whatever guise they might appear.

The public library lends its rooms as meeting places for Boy Scout troops and Camp Fire Girl organizations and supplies them with literature related to their various activities, such as first aid, basket and bead work, woodcraft, physical culture, photography, astronomy, and other hobbies or useful occupations. On the other hand, the boys are often of service to the library in handling troublesome gangs in the neighbourhood and converting them into law-abiding Scouts. In case the Scout or Camp Fire meetings cannot be accommodated at the library, suitable collections of books are made up and sent out to the troops in much the same way as the school-room libraries.

VOCATIONAL GUIDANCE

This term is used to include the efforts made toward assisting young people in the choice of their life work. The small percentage of children finishing the public school course, and the still smaller one of those who enter the High School has been referred to already. Of those who fall out by far the greater number do so to engage in some line of work that will provide them with a certain amount of financial support. In a great many cases this may be an absolute necessity, but very frequently the school is left voluntarily. Three or four dollars a week looks very tempting to the child, and also to the parent, in homes where there is a hard struggle to provide the bare necessities of life. The result is

that thousands leave the public schools every year to become swallowed up in the great world of industry. With unformed mind and character, with no definite aim and with no friend to advise, the boy drifts into the first job that presents itself. For a time, all may go well, but, as the child becomes older and able to take broader views of life, he finds to his despair that he is untrained for anything and barely able to support himself, let alone those for whom he intended to provide. True, there is the night school and the correspondence school, but, by this time, the habit of study is gone, if, indeed, it had ever been established, and he is an exceptional boy who can begin now to avail himself of any of the methods of self-improvement.

Investigation has shown that, of the large number of boys who leave school before the completion of the course to enter industrial life as unskilled workers, very few do so from necessity. In the great majority of cases the parents are able and anxious to keep the boys at school and then have them learn a trade. The fault lies with the school system. Children get tired of a crowd of school studies out of harmony with their needs and that seem to lead nowhere; moreover, they need mature advice before deciding on any course, and this advice should be given them as part of the school work. On this point Mr. A. D. Dean says¹: "It (the school) must teach children the significance of a skilled vocation and assist them in exploring their capacities and their tastes, and make provision for training them for specific usefulness in some skilled vocations."

With a view to accomplishing the first two aims stated in the foregoing quotation, the Bureau of Vocational Guidance was opened in Boston in 1907. By 1909 this

¹ Dean, *The Worker and the State*, p. 115.

was fully organized, and the Boston school board appointed a Vocational Committee to co-operate with it, thus fixing attention upon the elementary school children and teachers. Vocational Counsellors were appointed in all the schools of the city, and these became the connecting links between the school and the home on the one side and the shop and factory on the other. The movement spread so rapidly that, in 1910, it was possible to hold a National Conference with delegates from thirty-five cities. Great Britain began the work a little earlier than the United States, and the plan is followed to-day in many other countries.

The public library, owing to its influence in directing the children's reading, is in a position to co-operate very effectively in this important work of vocational guidance. The librarian acquaints herself thoroughly with the general movement and with the special form it is taking in the city. She confers with the counsellors, and, with their assistance, makes out lists of books to be recommended to the pupils. She then arranges for the reservation of these books on special shelves or for sending them as travelling libraries to any of the school buildings. She places at the service of the counsellors her library and its devices for classifying and filing pamphlets, clippings, and information about the various school children and about the different occupations. She re-classifies the books on industries, or inserts numerous cross-references, bringing together many books that will show young people the possibilities of the industrial world. For this purpose, books on ethics, geography, biography, domestic science, history, and the useful arts may be temporarily placed side by side. In the teachers' room a "counsellor's book shelf" is arranged, containing

books of inspirational value to the teacher, while, in the children's room are special shelves labelled "Occupations for Girls", "Occupations for Boys", "Successful Men", "College Life", etc.

Many librarians are publishing valuable lists of books in Vocational Guidance. A good example of this is the list published by the Bayonne, New Jersey, public library for grades 5, 6, 7, and 8 of the public school. It includes *When Mother Lets Us Sew*, *The Fireman*, *Little Cook Book*, *Boys' Book of Locomotives*, *How it is Done*, *Milinery*, *The Grocer*, *Choosing a Career*, *Working One's Way through College*, and others of similar nature. They are available as class-room libraries for the schools.

Another service performed by the librarian in the interests of Vocational Guidance is the organization of clubs among the older public school pupils for the study and discussion of occupations and of the biographies of successful men and women. These clubs are addressed periodically by men and women who stand high in their trade, business, or profession, on the factors that make for success in various walks of life.

It may not be out of place, in closing this chapter to refer to a most suggestive course in Vocational Guidance which is given in the Grand Rapids High School in connection with the course in English composition. The idea could easily be adapted to the 7th and 8th grades of the public school. The four high school years are divided into eight terms and a broad topic chosen for each around which the work in composition centres. Thus:—

- | | | |
|------------|---|------------------------|
| First year | { | 1. Elements of Success |
| | { | 2. Know Thyself |

- | | |
|-------------|---|
| | 3. The World's Work |
| Second year | 4. Choosing a Vocation |
| | 5. Preparation for Life Work |
| Third year | 6. Business Ethics |
| | 7. The Individual and Society |
| Fourth year | 8. The Individual and the State. ¹ |

In the carrying out of such a course a splendid opportunity is presented the library of furnishing the books, periodicals, pamphlets, clippings, and bibliographies indispensable in the preparation of the required essays.

¹This course is fully outlined in a paper by the principal, Mr. V. G. Davis, in the Grand Rapids Library Bulletin, 1911.

CHAPTER V

CANADIAN LIBRARIES

ONTARIO

In Canada, the revolution in library spirit and methods of which the various activities outlined in previous chapters are expressions was slower in taking place. In the more progressive libraries the work for children and for schools has only recently become well established, while in a large number it is still in the experimental stage. The greatest advance has been made in the province of Ontario which now reports 355 public libraries, 141 of these being free, the remainder, of the associational type. The other Canadian provinces possess collectively only thirty-two public libraries. The Western Provinces, however, are making rapid strides in both the extent and up-to-date character of their work.

St. Thomas claims the honour of having been a pioneer in school work. In 1902 a progressive teacher, Mr. S. B. Hatch, saw the need of supplementary books for the study of the literature selections prescribed for his grade. He found that, as soon as a pupil became really interested in the extract in his reader, he demanded a wider knowledge of the author and of his works as wholes. A small library was gathered together in the school-room, teacher and pupils making contributions of both books and money. The books were read in the school and loaned to the pupils for home reading.

The value of such a library at once became apparent to the supervisor of schools, at that time Dr. Sidney Silcox, and both school board and library board were approached with a view to the establishment of similar collections for the other schools and grades. The two boards each contributed \$150 per year toward the scheme, and of this grant \$50 was allotted to each school, Separate school, and Collegiate Institute included. This scheme is still in operation. The library provides the books and sends them to the schools as required. In the library they are shelved apart from the rest, and the children are given free access. Graded lists of twenty-four books each are issued to the schools, and each child is provided with two cards. The result of this plan in St. Thomas was an almost immediate doubling of the issue of non-fiction to school children.

In June, 1900, a meeting of the Canadian delegates to the American Library Association was held at Montreal, at which it was decided to organize a Canadian Library Association. In October of the same year the committee of organization met at Toronto and decided that the scope of the proposed association be limited to Ontario, under the name of the Ontario Library Association. At the first meeting, in 1901, a paper on "The Library and the School" was read by Mr. A. H. Gibbard of Whitby. The second paper on this subject was given by Mr. J. P. Hoag of Brantford in 1904, and a third, by Dr. O. J. Stevenson in 1906. The subject came up again in 1913 in papers by Mr. C. B. Edwards, Inspector of Schools, London, and F. P. Gavin, Principal of the Collegiate Institute, Windsor. In all cases the matter has been discussed sympathetically, but the Ontario Library Association as a body has not committed itself to any de-

finite policy further than approving the principle. As a matter of fact, local school authorities in general have shown such little enthusiasm over library matters that the librarians look askance at any legislation suggesting a union of educational and library forces. In 1906 the following resolution was passed:—"That the Ontario Library Association believes it is in the best interests of public libraries in Ontario that the library boards should continue independent of the school boards, while recognizing the close relationship of school to library, and that this Association instruct its executive to watch and oppose any legislation looking to such a union." The library boards as at present constituted consist of nine members, three appointed by the City Council, three by the public school board, two by the separate school board, and the Mayor ex-officio. In 1913 an amendment passed the Provincial Legislature giving the school boards the right to appoint all the members of the library board with four principals or members of the staffs as ex-officio members. This act met with such vigorous opposition from the librarians that it was never allowed to come into operation.

Turning to the educational authorities we find scarcely any action taken to secure for the schools special connection with the public libraries. There are individual teachers and inspectors who have accomplished great results in their respective towns or cities, but hitherto all such effort has been isolated. The Ontario Educational Association held its first meeting in 1862. In its proceedings there is no mention of the library till 1901, when a paper was read before the inspectors' section on school libraries. Since then we find only three papers relating to libraries; the only one on co-operation being

given in 1907 by Mr. J. P. Hoag, then supervisor of the Brantford schools. This paper reviews the methods of co-operation in use in various American cities and makes a number of valuable suggestions as to the adaptation of these to the needs of Ontario. The Association, however, seems never to have taken any steps to promote closer relations with the library nor, in fact, to approve of the principle.

In 1904 the Ontario Library Association passed a motion deciding to appoint a committee to approach the executive of the Ontario Educational Association with a view to affiliation with that organization, with the privilege of a library section at its conferences as is now the custom in a large number of the states of the Union. It does not appear, however, that this committee made any report if, indeed, it was ever appointed. The matter has been raised several times since, but there has always been a decided majority of librarians against any connection between the two associations.

A number of prominent librarians in Ontario look with disfavour on any form of co-operation that is not carried on within the library building. They maintain that all effort should be directed toward forming in the child a habit of coming to the public library, where he may find at his service a multitude of well-chosen books and magazines and a staff of experts to guide him in his reading. To this end they have turned their attention almost wholly to the children's department as the best way of reaching the young people.

The pioneer in children's work as far as Ontario, and probably Canada also, is concerned is Miss Patricia Spereman, now official organizer of children's departments and cataloguer for the Department of Education.

While librarian of Sarnia public library in 1906 she instituted the open shelf and the abolition of the age limit and conducted the first story-hour in the province. In his address in 1907 the president of the Ontario Library Association pointed out that there were in Ontario six libraries with children's rooms, six with no age limit and thirteen with open shelves, but only two, Sarnia and Lindsay, with all three conditions fulfilled.¹

In 1907 two model children's libraries were selected from the Sarnia public library to circulate among the other libraries as object lessons, and in 1908 Miss Spere-man was appointed by the Minister of Education to visit all the libraries of the province giving instruction in the organization and carrying on of children's departments and story hours.

No statistics are at hand showing the number of Ontario libraries that are working with the schools or are carrying on any of the activities connected with children's work at the present time. It is safe to say, however, that many librarians and library boards are alive to the needs and opportunities of the day and are doing all that their present funds and equipment will permit. In a very large number of cases the building had been planned before the children's room became a possibility, hence difficulty is experienced in accommodating the new work, though the progressive librarian usually finds some unused table or corner or committee room to which she can invite the little folk. Another difficulty lies in the manning of the work. If children patronize the new department as they should, they will occupy the entire time of at least one additional assistant, and she, moreover, should have special training for the work. In too many cases the extra labour falls on the shoulders

¹ O. L. A. Proceedings, 1907.

of the already over-worked head librarian and remains only partially developed from sheer lack of time and attention.

Since 1911 the sum of \$1,200 has been appropriated from the provincial funds for the purpose of holding a summer school for librarians, the first in Ontario and second in Canada, McGill University having offered such a course for some years past. This school is conducted at Toronto by a staff of capable instructors, all of them experienced librarians, and deals with seven different departments of library work, the children's department being one.

Inquiries have been made at over forty libraries in the cities and large towns of Ontario as to the extent of their work with schools and with children. Answers have been received from thirty, and of these twenty-five reported various activities of a progressive nature. The result of this questionnaire will now be briefly set forth:

Toronto has of late years made great strides in the development of all forms of library work, particularly in the attention given to the children. The first children's department was organized in 1912. In that year the juvenile circulation was 90,958; in 1913 it was 108,493; in 1914 it was 187,188, and in 1915 it reached the quarter million mark. The library has twelve branches in all of which are children's rooms, ten of them being well equipped departments under trained assistants. Three new branches will be opened in 1916, all with children's departments. Story hours are held in all the branches, reaching, in 1915, 12,671 children. No books are sent to the schools, the policy here being rather to attract the children to the library, and to this end the assistants in the various branches visit the neighbouring

schools and strive to interest the teachers in the work and secure their co-operation. Many teachers now bring their classes to their nearest branch to receive instruction in the use of the card catalogue and in handling reference books in connection with the school work. Other teachers send pupils to the library with questions

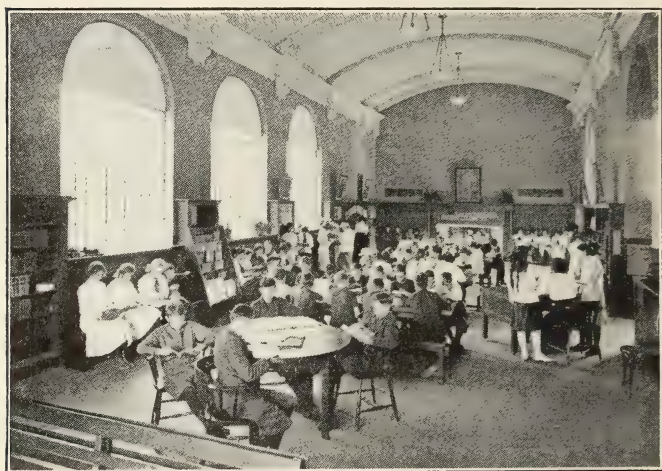


FIG. 20. CHILDREN'S ROOM, DOVERCOURT BRANCH, TORONTO, ONTARIO

to look up, notifying the librarian in advance. The response of the teachers, however, has been slow in coming and far from enthusiastic, few being library users themselves and many feeling over-worked as it is. The older children, moreover, have too many school studies and examinations to enable them to get the best from their visits to the library. Librarians assert that the majority of our high school pupils and senior public school pupils have little ability or inclination to read good books.


It might be noted here that Buffalo and Toronto, both much alive to the needs of the children are working at the problem from almost opposite sides. Buffalo, with its highly organized system of class-room libraries, is circulating nearly half a million books annually through the agency of the schools, but has only one well equipped children's department. Toronto supplies no books to the schools, but is planting numerous branches with fine children's rooms under trained librarians at strategic points throughout the city.

Hamilton opened a large modern children's room in 1912 with a smaller room for the story hour. The circulation among children is about 5,000 per month, forty per cent. of this being non-fiction. No books are sent to the schools, but any teacher may take eight books for circulation among the pupils. Book lists are sent to the schools, and the children are sent to the library with questions to look up in the reference books. An interesting device used in this library is the "Honour Roll." An attractive bulletin is displayed bearing the names of thirty good books, and underneath are recorded the names of the children who have read at least three of the books, a gold star being attached for every three additional books read. The books comprise *Tom Brown's School Days*, *Treasure Island*, *The Jungle Books*, *Life of Tecumseh*, *Life of Brock*, *Tales from Shakespeare*, *King Arthur*, *The Faerie Queene*, *Black Beauty*, and others of equal value.

London has welcomed children to the library for some years, but has only recently provided a modern room, with a properly qualified assistant. The story hour is so well attended that two each week are found necessary, one for the younger, and one for the older children. A

close connection is kept up with the schools through the reference librarian, who spends considerable time in giving instruction to the pupils in the use of books as tools. This arrangement necessarily mixes the children and adults in the reference room, but the assistant here exercises such good control that no inconvenience is felt. She also prepares bibliographies for teachers and advanced pupils and is making a valuable collection of educational pictures, which are borrowed freely by the teachers for illustrating their lessons.

The reference department also co-operates with the school board in supplying the schools with supplementary reading. The library attends to the selection, purchasing, catalogueing, and to the administrative part of the work; the school board pays for transmitting the books to the schools; and the cost of the books is shared equally. A graded list of some fifty titles is sent out to the schools, and from this the teachers select the books they wish. With each package of books the card shown below is

School	Grade	Teacher
Book	Copies	
Date Lent	Date Returned	Circulation
<p>Will the teacher kindly check the books with this card for verification. Enter in the blank after "Circulation," the number of pupils who have read the books charged on this card.</p> <p>This allotment may be exchanged at the Public Library any MORNING. When returning books, enclose this card.</p> <p>Books must not be exchanged between teachers without arrangements being made with the Public Library.</p> <p>The School Department is open on MORNINGS only—Saturdays included.</p>		
London Public Library 		School Department

sent. A record is kept on specially ruled sheets in the library.

LONDON PUBLIC LIBRARY—SCHOOL DEPARTMENT							
SCHOOL	DATE LENT	BOOK	GRADE	TEACHER	DATE RETURNED	REMARKS	

The supplementary reading books are selected by the inspector of schools, and are provided in sets, enough duplicates being furnished to give each pupil in one or more classes a copy of the same book. The following books are listed for grade 1: *Tales of Old, Dick Whittington*, *Æsop's Fables*, *Long Ago Stories*, *Old World Stories*, *The New Globe Readers*, *The Alexandra Readers*, and the *Macmillan Readers*. The plan works excellently with the lower grades; the higher forms have "too many studies", are "too busy with examinations", for much reading.

At Christmas time the London library makes an exhibit of books suitable as gifts for children, arranging previously with the city booksellers to place copies of these books in stock. In this way parents are assisted in making wise selections. The librarian attends Mothers' Meetings and gives talks on good reading. He also arranges to be present at the grade meetings of the city school teachers.

Brantford has had a separate children's department since 1910, with a story-hour twice a week. All books for supplementary reading in the schools are supplied by the library, while any teacher may take as many books as she likes to circulate in her class-room.

Kitchener never had an age limit. Early in 1916 a new children's department was opened, under a capable assistant, giving full time to the work. The children's reading-room is probably the largest in Canada, and is

admirably equipped and furnished. The circulation averages 100 per day, a notable feature being the fact that non-fiction has always been in greater demand than fiction, often rising to 60 per cent. of the circulation.



FIG. 21. CHILDREN'S ROOM, PUBLIC LIBRARY, KITCHENER, ONTARIO

Two stories are given each Saturday. The story-hour room is equipped with a stereopticon, that shows pictures by opaque projection, thus saving the expense and trouble of making lantern slides. The librarian is active in accumulating and mounting all pictures that might be useful in illustrating the stories.

The relation to the schools is very cordial. Teachers bring their classes to the story-room to use the lantern to illustrate their own lessons, and are permitted to borrow any number of books for an unlimited time. Since this library is easily accessible, no books are sent to the schools.

Sarnia, as stated above, was the first library to begin organized children's work, and conduct a story-hour. The work is being continued effectively to-day. A stereopticon is used to help the story-hour. Graded lists are

issued to the schools and supplementary reading books are supplied.

Fort William has had a children's department and story-hour since 1909, and at present has six children's reading clubs in addition. Co-operation with schools takes the form of collections of supplementary readers sent to the class-rooms, the plan used being very similar to that of Buffalo. A start was made with twenty class-room libraries of fifty volumes each; there are now forty such libraries. The teachers are, generally, enthusiastic over the scheme. School children are encouraged to come to the library for reference work, the teachers notifying the librarian beforehand as to the topics assigned.

Ottawa has a children's department and story-hour. The reference librarian collects a large variety of clippings, pictures, and pamphlets for the special use of teachers. In September of each year small libraries of thirty books are placed in any 6th, 7th, or 8th grade, where the teacher has requested one, an exchange being made in January. This class-room work is growing.

Niagara Falls public library welcomes the children and is planning for a separate room for them. A story-hour is held every Saturday. Five schools are supplied with small libraries placed in charge of the principals. Those schools situated near the library receive no books, but the teachers are allowed to borrow without limit as to number.

The *Guelph* library loans books to any child who can sign his name. The librarian takes considerable pains to teach all children the use of the card catalogue. Any teacher may have four cards to give to her pupils, and may take an unlimited number of books to school without a card and place them at the service of her class.

Chatham sends to the school small libraries consisting of fifty volumes of standard fiction, travel, and natural science. The teachers keep a record of the circulation, and the books are exchanged every two or three months. Valuable service is also rendered to the high school. Several tables are set apart in the ladies' reading-room for the use of children of all ages below fourteen years. Books are loaned to all children able to read, and a story-hour is held during the winter months.

Stratford opened a small room for the use of the children, in 1911, and introduced the story-hour successfully in 1916, the average attendance being about sixty. The children are greatly interested and much good is being accomplished. The library needs more room for the proper development of this form of work.

Since 1913, libraries consisting of about one hundred books suitable for all ages have been sent in September of each year to the different schools, where they remain till June. They are placed in charge of the principal, and, through the assistants, are circulated among the children. Many of the grade teachers are much interested in this work, and manage to correlate the child's reading with his studies; on the other hand, there are those who look on the matter as an imposition. The Stratford library also supplies supplementary reading books for all grades of the public schools. The school board has not yet contributed anything toward the expenses of this work.

Collingwood has abolished the age limit. The juvenile books are kept by themselves. Each child is furnished with two borrower's cards.

At *Sault Ste. Marie*, children of all ages are permitted to borrow freely and come to the reference room to

solve difficulties in connection with their class lessons.

In *Windsor*, the youngest children have access to certain reserved tables in the reference room, where they are allowed to read the library books. At fourteen years of age the children are allowed to go to the shelves and borrow books for home reading. A story-hour is held weekly, with an attendance of one hundred.

The *Peterborough* public library has always welcomed the children and given them special attention. School children come for reference material for their essays and debates. The librarian makes a specialty of collecting and cataloguing clippings for this purpose.

The *Brockville* library has no separate room, but shelves and catalogues the children's books separately and admits all children freely to the books and reading-room. A story-hour is held weekly. Many teachers co-operate by sending their pupils to the library for assistance in writing their compositions.

Galt has a large, well-equipped room for children and loans books to all who are old enough to read. A story-hour is conducted weekly. Teachers are allowed to take an unlimited number of books to circulate among the children of their classes.

Whitby has a children's "corner", furnished with small tables and chairs. A story-hour is being planned. Teachers and pupils receive special attention in their school work.

There are several large cities and towns in Ontario that have yet to begin these important activities in behalf of the children.

THE OTHER PROVINCES

Inquiries made in the other provinces of the Dominion were limited to one or two of the larger cities in each,

hence the reports from these must be taken as indicative of the extent to which the newer ideas of library work have taken hold.

Victoria, British Columbia, has one of the most advanced children's departments in Canada, and keeps in close touch with the schools as well. There are 2,500 children's cards in operation. Teachers are allowed to take any number of books for circulation in their classes, two hundred availing themselves of this privilege at present. Teachers may also take small libraries to school for supplementary reading, but not for circulation outside. A section of the library is given over to the teachers and provided with special reference books, as well as with a good selection of pedagogical and professional literature. The librarian makes frequent visits to the schools to discuss new methods for helping the teachers. She also gives a course of lectures to the students of the Normal School on the use of reference works, the selection of books, and the administration of a school library. British Columbia has four public libraries.

Calgary, Alberta, has a children's department, under a trained assistant, with a story-hour and reading clubs for both boys and girls. In 1914, a system of class-room libraries was organized on the Buffalo plan. These consist of forty volumes each and are sent to fifty of the more remote schools, to grades three to eight only. There is a large circulation from these collections, and the project is growing. There are six public libraries in Alberta.

Regina, Saskatchewan, has a good children's department and story-hour. There was a circulation of 25,000 children's books in 1914. Plans are now being laid for a system of co-operation with the schools. Saskatchewan

has ten public libraries and sixteen mechanics' institutes. In 1914 a Library Association was organized in the province.

In *Winnipeg*, Manitoba, there is a children's room in every branch of the public library, the children being allowed to borrow books as soon as they can read. The story-hour is a popular feature of this work. The library has a public school department, which has placed libraries of 500 volumes in each of the outlying schools. The teachers are responsible for the circulation of these

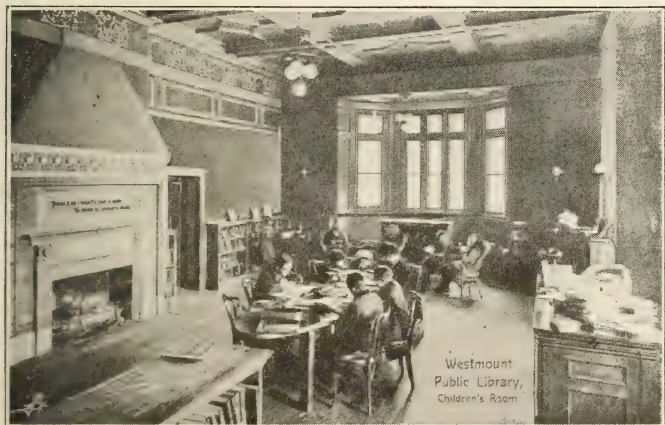


FIG. 22. WESTMOUNT PUBLIC LIBRARY, WESTMOUNT, QUEBEC

books, and a member of the staff pays regular visits to the schools, supervising the work and changing or replacing books as the occasion demands. The idea in *Winnipeg*, as expressed by the librarian, is "to reach every boy and girl in the city who needs a book and to let them have them freely". The circulation of children's books in 1915 was 300,000. In Manitoba there are two public libraries.

Westmount is the only free public library in the Province of Quebec. It has a well-equipped children's department, with a specially trained assistant, and a well-attended story-hour every Saturday. The children's department co-operates with the settlement workers and also gives assistance to the Associated Charities of the city. Besides this library, Quebec province has two or three of the subscription type.

St. John, New Brunswick, has a children's room and story-hour, the stories being told by prominent men and women of the city. The library keeps in close touch with the teachers and scholars of the schools, withdrawing books from circulation for their use whenever requested. In this province there are two public libraries.

In Nova Scotia there are six public libraries, and in Prince Edward Island one, but as far as can be ascertained, none of these has made any special provisions for the needs of the children.

CHAPTER VI

SCHOOL LIBRARIES IN THE UNITED STATES

In the previous chapters we considered in its various phases the work of the public library in behalf of children as school pupils and simply as children. Any account of the relation of the library to the school and the child would be incomplete if we neglected all that the state has attempted to do in the past and is attempting more or less successfully to-day, independently of the public library, toward providing for its school children a suitable supply of books for their edification, culture, and recreation. The large free public library is necessarily confined to the city, and, while it performs a great service for the children of the urban schools, it usually leaves untouched the large and important body of boys and girls in the rural communities. Fifty per cent. of the school population of the United States attend the rural schools, and, of these children, at least 95 per cent. never get beyond the district school.¹ In Ontario, 47 per cent. of the children attend rural schools, and, of these children, only 7 per cent., at most, ever attend the high schools.² Here, if anywhere, the school should aim at providing the child with the means of self-improvement in the form of books, and establishing in him a taste for good literature. For this it is necessary that books should be provided, and, since the rural schools

¹ Foght: *American Rural School*, p. 2.

² Report of the Minister of Education, Ontario.

are largely isolated from ordinary supplies by distance, other methods are needed. As rural ratepayers have usually had poorer opportunities than their children, a movement toward the establishment of libraries could scarcely be expected from the authorities of the school, nor yet of the municipality, hence, we find in Canada and the United States that the Provincial or State Department of Education has taken up the matter with results to be described in this and following chapters.

The first school libraries in America were instituted in the state of New York. As early as 1827 the Governor recommended their establishment, and in 1835 a law was passed permitting school districts to appropriate \$20 toward their support the first year, and \$10 each succeeding year. This permission failing to awaken a response, a law was passed in 1838 appropriating \$55,000 annually to be distributed among all the schools for the establishment of school libraries, each school to raise a sum equal to that which it received. This met with favour, and libraries were formed on every hand. By 1853 over 1,600,000 volumes were reported, but this was the high water mark. In 1843 permission had been given to use the money for school apparatus, and later, for salaries, providing 125 books had been secured in schools of fifty pupils, or 100 books in schools of less than fifty.

In 1861 investigation showed that many of the libraries were neglected and unused, while some were entirely lost. In 1864 all school districts receiving less than \$3 from the fund were permitted to divert this to any purpose whatever, and all districts were allowed to use their share for apparatus. At the same time the law compelling districts to raise a sum equal to their share of the state appropriation was repealed. Thus the scheme was

virtually abandoned, and although the law continued in force till 1892, the number of books reported rapidly declined. In 1880 there were a million volumes less than in 1850, in spite of the fact that \$1,650,000 had been spent by the state during the thirty years. For the most part, these libraries have disappeared, still there are some large libraries to-day that owe their beginning to the early ones, namely, Rochester, Syracuse, and Brooklyn. It is characteristic of these early libraries that they were not strictly school libraries, but were intended for the people of the district, hence, were rather public libraries housed in schools and administered by the school authorities. Though a failure in many respects, this attempt of New York was a start in the right direction and established the principle of taxation for school library purposes.

The new law of 1892 enacted (1) that the trustees should raise a sum equal to the amount received; (2) that only approved books should be purchased; (3) that the books should be used for the children exclusively; (4) that they should be kept in the school; and (5) that the teacher should be the librarian. Under this Act great progress has been made, so that to-day practically every school in the state is provided with a library. The public schools alone possess an aggregate of 2,500,000 volumes or over, representing an expenditure of over two million dollars. Since 1905 the annual outlay has averaged over \$150,000 in the rural districts alone. In 1910 the law was amended so as to permit the lending of books to residents of the districts. The state Department employs a special official to supervise the school libraries, and has arranged a course in library economy at the Geneseo Normal School for the training of rural teachers for their duties as school librarians.

The example of New York was followed by other states in rapid succession. Through the influence of Horace Mann, Massachusetts passed a permissive law in 1835, but as there was no response, state aid to the amount of \$15 per district was offered in 1842, the districts to raise an equal sum. Michigan passed a permissive library law in 1837, allowing the appropriation of \$10 by each district, and giving each its share of the fines and exemption fees for library purposes. Connecticut passed a library law in 1838, Rhode Island and Iowa in 1840, Indiana in 1841, Maine in 1844, Ohio in 1847, Wisconsin in 1848, Missouri in 1853, Oregon in 1854, Illinois in 1855, Pennsylvania in 1864, California in 1866, Kansas and Virginia in 1870. Most of these states patterned their law after that of New York, though several specified that the books should be used for school purposes only. In most cases the law accomplished very little at first, through being merely permissive, and in all cases progress was slow. Selection of books was usually left to the trustees, though, in Ohio and Indiana the state superintendent was charged with this important duty, while Michigan went so far as to publish a list of suitable books.

The results of these early attempts were generally disappointing. Large amounts of public money were spent, but the number of volumes steadily decreased, and gradually the appropriation intended for the purchase of books came to be diverted into the general school fund. The reasons advanced for the decline of these early libraries are discussed in the next chapter.

At present all the states but five either have school library laws, or some regular system of supplying books to the schools, other than voluntary local efforts. Georgia,

Maine, New Hampshire, Arkansas, and Texas still depend on local subscription, but in Texas this has been reduced to a system and the schools are well provided for. Virginia and Vermont have no library laws, but the schools are looked after by efficient travelling library systems.¹

The various library laws at present in force fall into three classes—the permissive, the conditional, and the compulsory. The permissive measure merely recommends school libraries to the districts, and allows the authorities to levy a tax for their establishment and maintenance. Unless a district is very progressive, or possesses a superintendent or teacher of great energy, this law is likely to have little result.

The conditional law provides for state assistance on condition that the district raises as much money as it receives for library purposes, by direct levy, by entertainments, or by private subscription. This law awakens a better response, but still leaves a fair percentage of the schools unprovided for through penuriousness or apathy on the part of the ratepayers.

The compulsory law allows no choice on the part of the school authorities, but insists on a certain expenditure annually for library purposes. This last law, properly enforced, meets with much favour, and is, indeed, the only law that has built up a really successful system, with well-chosen books in every school in the state.

States in which the compulsory law operates comprise Wisconsin, Oregon, Nebraska, Iowa, Missouri, Utah, South Dakota, Montana, and New York. The laws of Wisconsin, Oregon, and Nebraska are much commended. That for Wisconsin is as follows: "The treasurer of every county in the state shall withhold annually from

¹ Library Journal, June, 1912, p. 310.

the apportionment received from the state fund, or other income, for school districts an amount equal to ten cents per capita for each person of school age residing in towns (townships), villages, and cities of the fourth class in the county, said money to be expended for the purchase of library books." In the working out of this law the county or district superintendent is intrusted with the selection of the books for each school from a list prepared by the state superintendent. To assist in this selection, each teacher is required, between December 1st and February 1st, to submit a report on the condition and needs of her library, and an inventory of the books added since March 1st of the year in which the report is made. The county superintendent thus has before him a list of the books in the library of each school under his jurisdiction. After making the selection, the county superintendent furnishes each township, village, and city clerk with a list of the books designated for each school in his municipality, and also provides the county clerk with a list of all the books needed for the county, and their prices. A duplicate list is sent to the firm supplying the books. The contractor ships the books to the township, village, or city clerks, and these, in turn, deliver them to the schools in their municipalities, getting a receipt from the clerk of the board of trustees or from the teacher. On receipt of the books, the municipal clerk notifies the county superintendent, who instructs the county clerk to draw an order on the county treasurer for the sum of money necessary to pay the contractor. Thus an effective system of checks is maintained and the proper expenditure of money insured. It will be noted that the local trustee board is not consulted in the matter, the money being simply withheld from the dis-

trict by the county treasurer, and the books selected by the county superintendent with the assistance of the teacher. The teacher acts as librarian while school is in session and the secretary of the trustees at other times, although anyone may be appointed librarian at the annual meeting of the ratepayers. The librarian is required to keep an accession book, to record all loans, to inflict necessary fines and penalties, and to report the statistics of the library to the clerk of the district at the end of each school year. The books are freely loaned to all residents of the district, on the conditions usually observed in libraries. Section 11 of the Act provides for the exchange of books between any school and a public library in the township, village, or city in which the school is situated. By section 12 the library law may be suspended in the case of any district in which there is a public library that has expended on suitable children's books a sum equal to that which would be released by a suspension of the township library law for that year.

The Oregon law is much the same except that the State Library Commission has charge of the selection, ordering, paying for, and distributing of the books.

There are now 1,350,000 books in the Wisconsin schools outside of the large cities; 80,000 are added annually, 50,000 of these going to one-room schools. The State Department of Education has control of the system with an official to supervise the work. Wisconsin, Minnesota, and New York are the only states having special supervisors engaged to give their whole time to school libraries.

Alabama, Minnesota, Maryland, Tennessee, North Carolina, South Carolina, Connecticut, and New Jersey

are examples of states working under conditional laws. That of Maryland may be taken as illustrative of all:

"For the further encouragement of education, district school libraries ought to be established in each school district under the care of the teacher, as librarian. For this purpose, the sum of ten dollars is ordered to be paid by the Board of the County School Commissioners out of the State School Fund to any district as library money as long as the people of the district raise the same amount annually."

In North Carolina and South Carolina the county board and state board each contribute \$10, making \$30 for the establishment of the library; similarly, \$15 may be secured for annual additions of books. After being in existence for ten years, a library may receive a second grant of \$10 from each board. In Tennessee the state grant is only one-half of the amount raised locally, \$20 being the minimum local appropriation for which a state grant is given. New Jersey makes the initial grant \$20, with \$10 annually for maintenance. In most cases it is expected that the local contribution shall be raised by private donations.

The weakness of the conditional law lies in the fact that the initiative must always be taken by the local authorities, who are often incapable of deciding as to the needs of the school in regard to books, and who frequently oppose on principle anything new. The result is that many school sections go without books through sheer lack of someone to push the matter. Statistics are at hand from only four states. Alabama, with 9,579 teachers in schools outside the cities, had, in 1915, 3,232 rural school libraries established since the law was enacted in 1911. North Carolina, with 11,451 teachers, reports 3,609 school libraries at the end of 1914 and an aggregate of 361,392 volumes. Maryland, with 5,649 teachers, had 849 school libraries in 1913, containing 90,215 volumes. In the case of Minnesota we have a

conditional law, but also a special supervisor of school libraries working as an official of the Department of Public Instruction. The official compiles the library list and keeps it fresh. She collects information regarding the school libraries of the state, and holds conferences with county inspectors, and addresses county and state teachers' conventions, arranging exhibits of children's books, model rural school libraries, and library aids. She also visits the high schools, urging instruction in the use of books, especially for prospective teachers, and she organizes and encourages similar training classes in the normal schools. With such an official to push matters, almost any form of library law could be made to work successfully. In Minnesota, there is a library for practically every rural school (96 per cent.), and an aggregate of nearly one and a half million books accessible to the country children and their parents. The annual appropriation ranges from \$13,000 to \$20,000, and is restricted to the support of libraries in ungraded rural schools.

While, therefore, the conditional law is usually inferior to the compulsory, it may be equally effective if properly supervised and much superior if the compulsory law is not properly enforced. Iowa, for example, has a compulsory law, but reports show that the school libraries of the state are not in a thriving condition, and that nearly 800 rural schools are being served by the travelling libraries. The character of the supervision exercised seems to be a more important factor in the success or failure of a school library system than the nature of the law that establishes it.

Where the library law is merely permissive or entirely absent, and the sections are left to their own resources,

the establishment of a school library depends on the interest and energy of the inspector or teacher or some public-spirited friend of the school. In many such states one day in the year is set apart by the State Superintendent as "Library Day". For this day a pamphlet is issued by the Department, setting forth its object and giving directions for its observance, with suggestive programmes, also a list of books suitable for a school library. The people of the section are invited, an admission fee is charged, and subscriptions to the library fund are solicited. The success of the event depends largely on the teachers and pupils. West Virginia has obtained excellent results by this method.¹ Other states, notably Illinois, adopt the plan of holding concerts or socials, which have the additional advantage of drawing the people together. The travelling library is another agency for bringing books to districts where the school library has not been established. Indiana is very active in this respect.

READING CIRCLES

Closely related to the rural school library is the Young People's Reading Circle. The first of these was organized in 1887 by the State Teachers' Association of Indiana. Its purpose, as stated in the latest report of the Indiana Library Commission, is "to place the general reading of the pupils of the schools under careful guidance, and to substitute for the trashy and often vicious reading matter which finds its way into the hands of children a grade of literature at once sound in content, chaste in language and imagery, and pure in its moral tone; and, to this end to distribute well-selected and wholesome books, suitable for the grades at the lowest possible cost".

¹ Foght, *American Rural School*, p. 267.

A board of directors, consisting of able educators of the state, is appointed to supervise the circle. This board issues a list of books, four for each grade from the second grade up. These books are purchased for the school through the board, funds being raised by concerts, suppers, donations, and sometimes by the sale of school garden produce. Any child who reads one or more books of his grade becomes a member and receives a certificate; and, after four years' continued membership, receives a diploma. In Indiana, there is now an average of 160,000 pupils members of the Circle, while nearly a million volumes have gone into the schools to form the nuclei of school libraries.

The idea of the Young People's Reading Circles sprang out of the Teachers' Reading Circles, and these, in turn are an outgrowth of the Chatauqua idea. The first Teachers' Reading Circle was organized in Ohio in 1883. These bodies are usually governed by the State Teachers' Association, but in some cases the Department of Education has control. Several books are assigned each year, and, in twenty-seven states, the reading done counts as part of the work for a teacher's certificate. Thirty-seven states now have such organizations and the same number have Young People's Circles.

LIBRARY COMMISSIONS

At present, thirty-seven states have an organized body, the duties of which are solely to advance library interests in the state. In the majority of states this committee is called the State Library Commission, but in Oregon, California, Virginia, and Washington it is known as the Trustees of the State Library. It consists of five members, two appointed by the Governor of the state,

and three ex-officio members, these latter being usually the President of the State University, the State Superintendent of Education, and the Secretary of the State Historical Society. In addition to these there is an executive officer, the secretary, and a staff consisting of the heads of the various departments of library work, field organizers, and clerks. The duties of this commission, as set forth by the Commissioner of Education, are as follows:

- (1) To administer the State Library.
- (2) To encourage historical work and research.
- (3) To aid, organize, encourage, and advise public libraries.
- (4) To conduct library institutes.
- (5) To manage the travelling library system.
- (6) To conduct a library school.
- (7) To carry out library extension schemes for the benefit of rural communities and schools.
- (8) In some states the Commission administers the school library system; in others, this is done by another branch of the Department of Education.

The first Library Commission was organized by the state of Massachusetts in 1890. The demand for it arose from the discovery that there were over one hundred towns where no free books were available. A petition, signed by influential citizens and legislators, was presented to the State Legislature, and on this petition the new Library Act was based. Section 1 provides for the appointment of a "Board of Library Commissioners", to consist of five members, holding office for five years and appointed by the Governor-in-Council. Section 3 authorized the Commission to expend \$100 for books for any

town having no public library, such books to become the nucleus of a larger library. The Act was drawn up by the Honourable Elihu B. Hayes and Miss Elizabeth P. Sohier, representing the petitioners, and the Honourable S. B. Hildreth, representing the Legislature, after conference with many people throughout the state, and thorough study of existing conditions. The powers and duties of the Massachusetts commission have been greatly extended since 1890 by numerous amendments to the law.

For the better distribution of library ideas and information, as well as for advantages derived from co-operation, Leagues of Library Commissions have lately been formed for the free discussion of all topics interesting to these bodies.

RURAL EXTENSION

Of late years the United States has awakened to the needs of the rural districts and the importance to the nation of building up a stable and intelligent rural population. To this end the different states have instituted reforms calculated to assist the farmer and make country life more attractive. Not the least important of these is the county or township free library law, extending library privileges to every home in the rural districts. Reference will be made here to one or two of the more effective systems.

The California free county library law was enacted in 1911, though there had been county library work in the state since 1908. The present law provides that the county councils may issue bonds to obtain funds for the building of a library, to be open to all the county, and that they may levy a tax of one mill for its maintenance, and receive donations for library purposes. The main

library is to be situated at the county seat, but provision is made for contracting with a public library already in existence for carrying on the rural work. Any incorporated city may join the system, and two neighbouring counties may contract with each other for a joint service. An examining board, consisting of the state librarian, the librarian of the San Francisco public library, and the librarian of the Los Angeles public library, is appointed to pass on the qualifications of applicants for the office of county librarian, and grant certificates. Branches and deposit stations may be established throughout the county; parcels of books may be sent to study clubs or other organizations; and loans may be made to individuals, the library paying transportation charges both ways. The work of all the county libraries is unified through connection with the state library at Sacramento. This library has a county library organizer, and a school library organizer, who are sent out on request to any part of the state needing assistance in the establishment of a county library, or the school library service made possible by its existence. At the state library there is a union catalogue, in which a card is deposited for every book added to every county library, as well as for every book in the library of Congress and the Universities of Chicago, Harvard, California, and Stanford, and all the different public libraries of the state. By means of this catalogue any book requested by a resident of the state, no matter how remote his nearest branch or deposit station, may be obtained for him with the minimum loss of time, although it may not be in his county library, nor yet in the state library. Finally, the state library is making a collection of pictures and lantern slides for use by schools or other bodies of citizens making application.

An important clause of the county library law provides "that any district school board of trustees may, if it wishes, transfer the library fund of the district to the county free library fund. It may also transfer books and other property of the school to the county free library". When this privilege is taken advantage of the school turns all of its library books in to the county library as well as its school library fund. The county librarian acts as purchasing agent for the schools in his system, and, by combining their funds, buys to good advantage. A box of books is sent to each school and returned to the library when done with, a fresh lot being sent. The boxes contain a large variety of books, some to supplement the text-books, and some for recreation. Special attention is given to requests from the teacher. The county librarian visits all the schools in her county to study the conditions, ascertain the needs, and give advice regarding the best and latest children's books. The library pays transportation charges to and from the school in all cases. In the sparsely settled parts of the state the school is made the deposit station, serving both children and adults.

The teachers' library for the county, which is usually kept in the superintendent's office, may also be handed over to the county library on the same terms as the school libraries, and may be drawn on at any time, from any distance.

Up to the year 1915 twenty-six of the fifty-eight counties of California, comprising more than half the area of the state, had adopted the law, and 299 schools had joined the system. The twenty-six libraries have in all 1,073 branches scattered in every conceivable part of the country—in schools, in the post-offices of the distant

mountain hamlets near the snow line, in the oil fields, mines, and lumber camps, and on steamboats. No one of these county libraries levies the whole tax of one mill made possible by the law. The appropriations vary from one-fourteenth to two-thirds of a mill, but for the twenty-six counties it averages one-sixth of a mill. Thus, a farmer with \$5,000 assessment would pay less than one dollar a year for the benefit of having an almost limitless supply of good literature placed within easy reach of himself and his family.

In Oregon, five counties have established library systems very similar in their character to those of the neighbouring state, and standing in the same relation to the public schools. The county library buildings are used to the fullest extent for public meetings and lecture courses, and in every way made serviceable to the people.

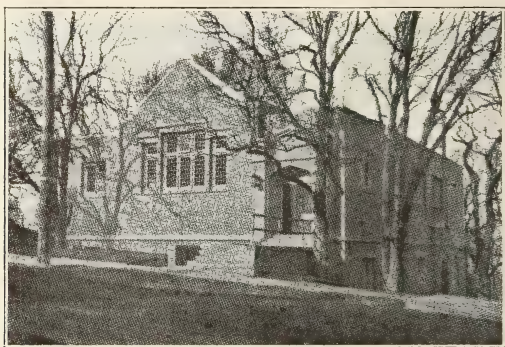


FIG. 23. HOOD RIVER COUNTY LIBRARY, OREGON, U.S.A.

The state library at Salem acted as purchasing agent for 2,300 school libraries in 1914. It also provides large quantities of valuable material for debates, entertainments, and special-day programmes in the schools.

In Iowa the township becomes the unit for library extension. Any township council may establish a library or contract with a public library for the use of its books, levying a small tax to defray the expenses. The township library usually sends the books in parcels to some local custodian, who becomes responsible for the distribution. School boards may also obtain service from the township libraries, though it does not appear that this privilege has yet been used very widely. A large number of schools, 763, are served through the travelling library department of the State Library Commission, which will send as many as fifty books to any school for three months.

A very interesting example of rural extension is to be found in Washington county, Maryland. This county has an area of fifty square miles, and contains 120 rural schools, two-thirds of which are of the one-room type. The county library was opened in 1901, at Hagerstown, the county seat, and began to scatter deposit stations everywhere—in stores, creameries, toll-gates, and private houses. In 1915, there were seventy-five deposit stations, three of which have grown into branches open one day a week and circulating over 14,000 volumes annually. Individuals anywhere in the county are furnished with books on request.

The library has gradually extended its privileges to the rural schools of the county, though not without considerable opposition from teachers and trustees. At present every school, graded and ungraded, in the county receives books from the Hagerstown library. The plan consists in sending to each school ten books twice a year, and six mounted pictures of educational interest. Along with these a form is sent on which the teacher must

record the circulation. The titles of the books are written in horizontal lines and the names of the children in vertical lines, a cross being made opposite both name and book when a loan is made. Thus, a glance shows not only the circulation, but also the relative popularity of the books. Examination of an actual form shows



FIG. 24. THE BOOK WAGON; WASHINGTON COUNTY, MARYLAND, U.S.A.

that, in an ungraded school of twelve pupils, the ten books had a circulation of fifty-eight and that every child read, at least, one book. In a graded school eleven books had a circulation of 165 among twenty pupils, seven pupils read all the books in the library, and none fewer than three. The total circulation to the schools in Washington county is 15,000 volumes annually.

The Hagerstown library has won particular distinction

from its use of a book-wagon in the distribution of books. This went into service in 1904, when it was discovered that a large number of stations and schools were far from any of the ordinary transportation routes. The wagon was fitted to carry several cases of books for deposit stations, and about 200 volumes of a miscellaneous character on its shelves for loaning directly to the people. It goes to the farm houses, the object of the



A COUNTRY SCHOOL
FIG. 25. THE BOOK WAGON: WASHINGTON COUNTY,
MARYLAND, U.S.A.

visit is explained and books are left, with the result that on its return the wagon receives a warm welcome, and thenceforth becomes a source of pleasure and profit for the whole household. The book-wagon also calls at many rural schools, delivering the small libraries and collecting them when ready to be returned. Recently, the original

wagon has been replaced by an automobile, which covers the ground more frequently and effectively, and is of



FIG. 26. THE BOOK WAGON; WASHINGTON COUNTY, MARYLAND, U.S.A.

particular value in the school work. The yearly circulation of books by this means was 6,000 in 1913, the non-fiction forming 50 per cent.

CHAPTER VII

EARLY SCHOOL LIBRARIES IN ONTARIO

Educational progress in Ontario will always be associated with the name of Egerton Ryerson, chief superintendent of education from 1846 to 1876. During his thirty years of sane and vigorous administration he embodied in permanent reforms all the great principles that are looked upon to-day as fundamental in any system of education. Among the many results of this fruitful period we find a system of free schools, accessible to all the children of the province, compulsory attendance, training schools for teachers, adequate and uniform text-books, suitable school equipment, and effective examinations.

Coupled with Dr. Ryerson's ideas regarding free schools was the wider scheme of placing knowledge within easy reach of all the people of the province, and this meant a liberal distribution of good books at small cost to the remotest school section. The new superintendent closed his report of 1846 with the following sentiment, which is being re-echoed to-day by all progressive librarians and educationists: "The advantages of the school can be but very partially enjoyed unless they are continued and extended by means of books. As the school is the pupil's first teacher, so books are the second. In the first he acquires the elements of knowledge, in the second, knowledge itself; in the former he converses

with the schoolmaster, in the latter he holds intercourse with the greatest and wisest men of all ages and countries and professions, in all subjects and in every variety of style." Writing in 1853 to the township reeves urging the establishment of libraries, he shows his appreciation of the relation of the school and library: "By our system of schools we are putting it into the power of every Canadian to read—and read he will, whether for good or evil, and his ability to read will prove a blessing or a curse according to the manner in which he exercises it."

While not a slavish copyist, Dr. Ryerson acknowledges his debt to the United States for many of his ideas. In the matter of libraries, particularly, he was guided by the example of the school libraries of New York of 1835. There was also the influence of Horace Mann, who had fought for Massachusetts the battle that Ryerson was to fight for Upper Canada, and the following statement of whom is frequently quoted in the annual reports: "Had I the power, I would scatter libraries over the whole land as the sower sows his seeds."

The first half of the 19th century was a period of political unrest in Canada, and educational affairs were in a chaotic state. Settlement of the province had been rapidly going on, the conditions of life were hard and privations many. With all his energies bent on providing the bare necessities of life and hewing out a home in the Canadian wilderness, the settler had little time, and less inclination, to consider the education of his children or the improvement of his own mind. Books of all kinds were remarkably few and confined to the better educated families. School books were lamentably deficient and formed a motley collection, consisting of such old books as the children might bring from their homes, while

maps, blackboards, and other school apparatus were entirely wanting. The "Reminiscence" of James Fairbairn, a teacher of West Durham about 1840, is typical:¹ "The entire school equipment consisted of Kirkham's grammar, Mavor's spelling book, Walkingame's arithmetic, and an old English reader." In his first report, 1845, Dr. Ryerson states: "I have no information of a single common school library in Upper Canada."

That the school library idea was alive during these early times appears from the recommendations of Messrs. McCaul, Grasset, and Harrison, a committee appointed in 1839 to inquire into the state of education. This committee proposed that each township be provided with a model school to which one pupil in five should be admitted free, the others paying \$2 per quarter, one-fourth of the fees to be applied to the formation of a school library, the remainder to the support of the teacher. As early as 1824 the Legislature granted £150 per annum "to purchase books, tracts, etc., to be distributed by the general board of education among the district boards, to be re-distributed among the schools".¹

Immediately after assuming office, Dr. Ryerson began collecting library statistics, and in the report of 1847 a column headed "Common School Libraries" appears for the first time. In that year thirty-two school libraries are reported for the province, containing 2,729 books, the collections ranging from 9 to 200 volumes. In 1848 the number falls to twenty-six libraries and in 1851 rises to eighty-seven, the returns being somewhat incomplete. These libraries, the superintendent tells us, were "voluntary associations".²

¹ Hodgins; *Documentary History*, III: 156.

¹ *Doc. Hist.* I: 197.

² *Minster's Report*, 1852, p. 13.

The first library law of the province was passed in 1850. Section XLI reads: "And be it enacted that it may and shall be lawful for the Governor-in-Council to authorize the expenditure annually out of the share of the Legislative school grant coming to Upper Canada of a sum not exceeding £3,000 for the establishment and support of school libraries." Coincident with the passing of this law and complementary to it, Parliament sanctioned the educational Depository. There were several problems pressing at this time, and the superintendent found a solution for all through the same means. Besides the matter of library books for recreation and improvement, there was the more pressing need of properly graded text-books, and the equally important one of maps, blackboards, charts, and other apparatus, at the present day considered indispensable in the poorest school-room. The young province had as yet no facilities for the production of books or equipment, hence these had to be imported from abroad. The idea incorporated in the Depository was that the Education Department should purchase text-books, library books, and prize books for the children, as well as maps and other school apparatus at wholesale prices in England and the United States, store them in the Education Office at Toronto, and sell them at bare cost to the schools.

In 1850, Dr. Ryerson visited England to make arrangements with the publishers for a supply of books, maps, etc., at reduced prices for the Upper Canada schools. After some correspondence with the Colonial Secretary, Earl Gray, he secured from the publishing houses the same discount that they allowed to the Educational Committee of the Privy Council, viz., forty-three per cent. on


text-books, library books, maps, charts, and philosophical and school apparatus.

Realizing that legislation, no matter how benevolent, would be useless without the active participation of those to be benefited, the superintendent, in 1853, addressed a circular to municipal authorities and school trustees throughout the province, sending them a catalogue of the books obtainable, and asking for co-operation in his scheme for providing the schools with proper equipment, and the people with wholesome reading matter. "I am intensely anxious," he wrote, "that we should not only have the best school system in the world, but that our fellow-citizens should feel that it is so, and that it is their own—the creation of their joint councils, efforts, and patriotism—their own priceless legacy to posterity."

Acting upon this principle, he called a series of thirty educational conventions, embracing forty-two counties, to consider, among other things, "suggestions as to the best regulations for the public school libraries and their relation to the county, township, and school district". At all of these assemblies resolutions were passed favourable to the library plans, with the result that by November, 1853, books were being sent out from the depository to the school sections and municipalities. During the first twelve months of the operation of the project 81,965 volumes were supplied, classified as follows:

History	13,783
Zoology	6,711
Botany	2,899
Physical Science	1,763
Geology	782
Natural Philosophy	1,233
Chemistry	709

Agricultural Chemistry	489
Practical Agriculture	3,629
Manufactures	3,938



EDUCATIONAL DEPARTMENTAL

Notices to Municipal and School Corporations in Upper Canada.

"Township and County Libraries are becoming the Crown and Glory of the Institutions of the Province."—Lord Elgin at the Upper Canada Provincial Exhibition, September, 1854.

PUBLIC SCHOOL LIBRARIES.

The Chief Superintendent of Education will apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, and transmitted to him for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law. Remittances must not be in less sums than five dollars. Catalogues and Forms furnished upon application; but a suitable selection can always be made by the Department, when so desired.

PRIZES IN THE PUBLIC SCHOOLS.

The Chief Superintendent will grant *one hundred per cent.* upon all sums not less than five dollars, transmitted to him by the Municipalities or Boards of School Trustees, for the purchase of Books or Reward Cards for distribution as Prizes in Grammar and Common Schools. Forms and Catalogues furnished upon application; but a suitable selection can always be made by the Department, when so desired.

SCHOOL MAPS AND APPARATUS.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums not less than five dollars, transmitted to the Department from Grammar and Common Schools; and forward Maps, Apparatus, Charts, and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required. Forms and Catalogues will be forwarded upon application; but a selection of articles to be sent can always be made by the Department, when so desired.

NOTE.—A Corporate Seal must be affixed to all applications for the foregoing, otherwise the one hundred per cent. cannot be added. Text-books cannot be furnished on the terms mentioned above. They must be paid for in full, at the net catalogue price. The one hundred per cent. will not be allowed on any sum less than \$5, which must be remitted in one sum, either for the Library, Prizes, Books, Maps, and Apparatus. Remittances to the Department (which in all cases must be in advance) can be made by means of Post Office Money Orders, or in Registered Letters. Parcels can now be easily sent to the chief towns in Canada, by Railway or Express. Corporate Seals can be obtained in Toronto, at \$3 each.

FOR CATALOGUE OFFERS, TORONTO, 30th April, 1866.

TO BE CAREFULLY HUNG UP IN THE SCHOOL ROOM.

FIG. 27. COPY OF A LARGE POSTER SENT TO THE SCHOOLS TO ANNOUNCE THE LIBRARY PROJECT

Modern Literature	7,225
Ancient Literature	627
Voyages	5,007

No. 10. *Form of the Label authorized by the General Regulations, No. IV.*

No. 26

On the Catalogue of the Public Library

07

S. S. No. 12 Elma

ESTABLISHED and conducted according to the REGULATIONS adopted by the Council of Public Instruction for Upper Canada, dated the 2nd of August, 1853, under the authority of the Upper Canada School Act of 1850, sections 35, (10th clause,) 38, (4th clause,) and 41.


NOTE.—This Book shall always be known by the number entered above. If it be lost, its name and number must still remain on the Catalogue, and its place be supplied with another copy of the same work, as soon as possible. (See Library Regulations, No. VI.)

. Every Work must be returned to the Library within as many weeks, after it shall have been taken out, as it contains hundreds of pages, under a forfeiture of one penny for each day's detention beyond that time. (See Regulation X., 8th and 10th divisions.)

FIG. 28. BOOK PLATE USED BEFORE 1867

Biography	8,678
Tales	22,556
Pedagogy	719

In order to secure books, the school board was required to take the initiative by making application and remitting the price. The depository sold the books at



No. 8
H

ON THE

CATALOGUE OF THE FREE PUBLIC SCHOOL LIBRARY

OF

Charles Union

ESTABLISHED and conducted according to the REGULATIONS adopted by the Education Department for Ontario, under the authority of the School Acts of Ontario.

NOTE—This Book shall always be known by the number entered above. If it be lost its name and number must still remain on the Catalogue, and its place be supplied with another copy of the same work, as soon as possible. [See Library Regulations, No. VI.]

** Every work must be returned to the Library within as many weeks after it shall have been taken out as it contains hundreds of pages, under a forfeiture of two cents for each day's detention beyond that time. (See Regulations X, 8th and 10th divisions).*

FIG 29. BOOK PLATE USED AFTER 1867

their low cost price, and on all orders of \$5 or more added 75 per cent. in books or apparatus. Thus, a remittance of £4 purchased £7 worth of books or other articles from the depository. The next year, 1854, this bounty was raised to 100 per cent., and remained at that as long as the depository was in operation. The government bore the expense of packing and cartage, and with each consignment supplied paper for covering the books, labels for marking them, a copy of the regulations, and four numbers of the *Journal of Education*, a paper edited by Dr. Ryerson since 1848, as a medium of communication between the department and the schools. The *Journal* contained a list of all the books obtainable at the Depository. New ones were listed from time to time, and no books not on the official list were supplied.

The local authorities were required to cover the books with the paper provided, furnish a case for their protection, label, and number each book, and appoint a librarian to lend the books and keep a careful record of the circulation. The county inspector was required to supervise the library and report on its condition. An annual report was also expected from the trustees. The books were selected, sometimes by the purchaser, sometimes by the department, but usually each selected half and always from the authorized catalogue. Text-books, the Irish National series, were sold at wholesale prices, but the 100 per cent. bounty did not apply to these.

Great elasticity existed in regard to where the library might be organized. School trustees of cities, towns, villages, or rural sections might secure one for the school, or councils of counties or townships could assess the ratepayers for the establishment of general lending libraries for the benefit of the whole municipality, with

travelling sections circulating among the schools. The main conditions imposed were local exertion, restriction as to selection, and proper supervision.

At first the list of books available at the Depository was published in the *Journal of Education* but, as the libraries became more numerous, a catalogue was issued in book form. The first of these, bearing the date 1857, contains about 3,000 titles and was accompanied by a large catalogue of prize books. This was followed by three others each larger than the one preceding, the last bearing the date 1874. These catalogues were all classified, graded, and descriptive, and must be reckoned among the earliest government school library lists ever published.

One is tempted to look through this first catalogue to see the nature of the books supplied in the early days. In doing so we must remember that these libraries were never intended solely for the children, but for the people of the section or township at large. There was, however, a large number of books suitable for the young for both home and school reading, and Dr. Ryerson looked upon the project as complementary to and scarcely less important than his free schools. Two things strike us as we examine the titles in the catalogue; the breadth of the reading matter presented, all departments of knowledge being represented, and the depth and solidity of the subjects treated. "History" begins with Josephus and includes Egypt, Rome, Greece, Persia, and Europe. "Biography" includes Boswell's Johnson, Nelson, Luther, and Cromwell. The pedagogical section offers many volumes in psychology, ethics, and philosophy. Under "Literature" we find all the great English poets, with six editions of Shakespeare and the best translations of

Homer, Plato, and Aristotle. Those with a leaning to political economy might delve into Adam Smith's *Wealth of Nations*, the still more seriously minded had Paley's *Natural Theology*, while the scientifically inclined had Hugh Miller's works and various other treatises on geology, astronomy, and physics.

All this looks like heavy reading for the people of those days, but lighter matter was not excluded. A large number of books was offered in agriculture, treating such subjects as bees, live-stock, fruit, gardening, grain, and soil, with various pamphlets of practical value to a farming community. Under "Natural History" and "Natural Philosophy" we find a large number of subjects treated in a popular manner. These, and the books on travels are the only ones in the non-fiction that appeal to young readers. It is a tribute to Dr. Ryerson's breadth of mind and largeness of heart that nearly one-third of the books listed were story books. These were classified under "Practical Life" and preponderated in all the school libraries. Most of the stories inculcate some Christian precept or impart useful information. Here are a few titles taken at random: *Kindness to Animals*, *The Good Neighbors*, *Stories on the Lord's Prayer*, *Little Children's Duties*, *Letters to Young Men*, *How to be a Lady*, *How to be a Man*, *Evenings at Home*. Several also of our present day friends appear:—*The Pilgrim's Progress*, *Uncle Tom's Cabin*, *Tanglewood Tales*, *The Lamplighter*, and a number of the works of Charles Dickens.

In the Superintendent's report for 1852 we find stated the principles and rules guiding the formation of the school libraries:

(1) They were to exclude books of low or immoral or irreligious character. Denominational or controversial subjects were also excluded.

(2) They were intended to protect the public against imposition by itinerant vendors.

(3) They were to supply remote districts as well as those near the cities.

(4) They were to place the selection of books in expert hands.

There was no restriction as to the amount to be raised locally nor as to the manner of procuring it. The books were loaned to residents, one book at a time, and only one to a family at first, while the library was small. There was no age limit, and books might be kept for one week for every one hundred pages. A fine of one penny a day was inflicted for books overdue, three and a half pence for each grease spot, and six pence or more for each cut, tear, or written word.

For the first few years after the scheme went into operation the Depository officials were kept busy filling orders. By 1855, fifteen months after the libraries had been started, 105,509 volumes had been sent out; by 1860 there were 186,658; by 1865, 212,365; by 1870, 242,572; by 1876, the year Dr. Ryerson retired, 281,586; and by 1881, the last year that books were supplied by the Depository, 307,743. During this time the Department had, through the Depository, been furnishing the school boards with prize books for the double purpose of stimulating efforts in the schools and giving the brightest children the nucleus of a home library. These prizes seem to have been given liberally by the school boards, and were furnished by the government on the same terms as the library books. The number distributed to the

province in a year averaged 41,000 and rose as high as 75,000, aggregating for the whole period over a million volumes.

The libraries were well received in many parts. In the government reports of the sixties we find numerous favourable comments from local superintendents and others. "The people enjoy them"; "The young people are pleased"; "of great value to the debating society"; "We are under everlasting obligations"; "The pupils eagerly read the books"; "a boon"; are samples of the references made. On leaving Canada in 1854, speaking at the National Exhibition, Lord Elgin stated: "The county and township libraries are becoming the crown and glory of the institutions of the province." Numerous commendations came from educationists in the United States remarking on the superiority of the plan over that employed in most of the states where the movement had failed.

Other reports were not so encouraging. From Middlesex we read that "very little influence is exerted by the library for I never met a community less inclined to read." From Bruce we hear: "the libraries are slowly established and not well kept up"; "I could state a case where the library is nearly out of existence"; "The books are unsuitable to young readers." Lambton reported: "The libraries are little used, due to past inefficiency in the schools." Lanark sent word that "the libraries that do exist are in a very neglected state." It will be seen that these replies reflect rather upon the ignorance of the communities than upon the library system. In 1872, in answer to circulars sent out by Dr. Ryerson, twenty-five replies were received from the United States, two from Australia, two from New Brunswick, and sixty-

one from local school inspectors, all heartily commending the Ontario school library policy.

Such a project, involving as it did considerable expenditure of public money, could not pass unchallenged. The Depository was attacked from the first, chiefly by interested persons and political opponents. In 1858, the booksellers submitted a petition asking for the abolition of the Depository. The *Globe* newspaper was particularly bitter in its attacks. In an editorial, March 10th, 1876, it was hoped "that the days of the Provincial Store are numbered—we cannot imagine the government consenting to its continuance, or the Minister of Education acquiescing in the idea that in addition to his other duties he must turn bookseller and look after the petty details of a huckster's stall. The public would be pleased to have a searching investigation of all the pecuniary transactions connected with it for these many years past."

Three objections were urged against the system: (1) Interference with "the trade"; (2) Creation of a monopoly; (3) Financial loss to the province.

The Superintendent answered these objections in vigorous style, showing that the book trade had benefited, as the imports of books had increased since 1853 from \$141,000 to \$410,000, the testimony of many publishers going to show that this was due to the fostering of a desire for literature through the school libraries. He showed, moreover, that the Depository had not only paid its way, but also had made a good profit. His chief reason for not wishing to leave the supply of books to free competition was the fear of losing control in the matter of selection, and thereby opening the way for a flood of trivial or harmful literature at the hands of itinerant agents.

In spite of the strong reasons urged in its favour, the opposition against the Depository gradually increased. The popular view sided in favour of private enterprise in all matters of trade, hence, in 1874, the law was changed, to allow the 100 per cent. bounty to be paid on books purchased by the schools from the Depository or from any bookseller they pleased, the Department reserving the right of approval of the books. On purchase, the trustees obtained a voucher from the bookseller showing title, price, publisher, binding, and print of each book. When this was sent to the Department with a declaration from the trustees as to its correctness one-half the cost was refunded.

Dr. Ryerson retired from office in 1876, and Adam Crooks became Minister of Education. The school libraries continued to receive over \$5,000 per annum, but no one in authority sympathized with them or exercised much faith in their usefulness. It seems to have been taken for granted that the project was a failure and that the libraries should be allowed to die as quickly as possible. On June 1st, 1881, the operations of the Depository ceased. The books and apparatus in stock were distributed gratuitously among various public institutions of the province, including Toronto University, the Ontario Agricultural College, the Parliamentary Library, and numerous asylums and prisons, while some were given to various teachers' associations. In all, some \$27,000 worth of goods were thus distributed.

The following summary¹ gives us some idea of the part played by the Depository during the twenty-eight years of its existence in the furnishing of cheap books to the young province of Upper Canada:

¹ *Doc. Hist. X: 201.*

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To school libraries	307,743 volumes
To schools as prizes	1,068,995 volumes
To Mechanics' Institutes and Sunday Schools	35,402 volumes
<hr/>	
Total	1,412,140 volumes
Number of school libraries supplied..	1,600
Value	\$183,790
Net profits by the Depository	71,054

One or two instances will show the reduction at which the schools were getting their books: Collier's *History of England*, listed in the publishers' catalogues at \$2 was sold by the Depository for \$1.55, and cost the schools 78 cents. Cassel's *Natural History*, sold by the publishers for \$8, could be bought at the Depository for \$6.25 and, allowing for the bounty, cost the schools only \$3.13.

Without entering into a discussion of the long and bitter controversy over the propriety of maintaining a government supply house for the schools, it may safely be said that the Depository filled a very useful place in the system of popular education introduced at that time. Through its means the Superintendent was enabled to furnish indispensable equipment to schools at an exceedingly low cost and at a time when immediate improvement was essential to the success of the whole scheme. Certain provinces have Government Supply Departments to-day that are working very efficiently.¹ The present Minister of Education of Ontario found it necessary in 1909 to assume control of the compilation and publication of certain text-books, thereby reducing the cost of the five Readers from \$1.15 to 49 cents and the cost of other books one-third, at the same time getting larger and better books.

¹ See chapter IX.

When we compare the Ryerson libraries with those of New York state, established nearly twenty years earlier, we find both resemblances and differences. The Ontario libraries resembled those of New York in the following respects: (1) Both systems aimed at building up circulating libraries for the benefit of the people generally, children included. (2) Both schemes depended on local support. (3) In neither case was there any compulsion resting on the school authorities to begin or add to a library. (4) Both were early attempts and met a great need at the time.

Dr. Ryerson frequently acknowledged that he was making use of the experience of the United States. "In the noble example of the United States," he remarks, "I found as much to be avoided as copied." Hence we find that the differences between the New York and Ontario libraries are for the most part improvements on the earlier system: (1) The grants were never diverted into other channels as in New York. (2) The provincial officials selected certain books and the local authorities were limited to these in making their choice. In New York the school boards might choose any books and were the victims of itinerant vendors and unscrupulous publishers. (3) Substantial provincial aid was offered from the first; this came later in New York. (4) The Ontario books were sold at a great reduction in price. (5) No limit was placed on the local apportionment, hence none on the government grant. New York made a fixed grant of \$55,000 per year, giving often a paltry sum to a district as its share. (6) In Ontario, the local appropriation was made first, then equalled by the government; in New York the government grant was fixed first, and the authorities were forced to meet it

Notwithstanding the differences, both schemes met the same fate and for the same main reasons: (1) There was lack of proper supervision. (2) Inexperienced librarians let the books get scattered. (3) The libraries were not kept fresh with frequent additions of books. Of the books purchased in Ontario during the twenty-eight years the Depository was in operation over one-half were procured in the first four years. (4) The trustees and ratepayers were indifferent. The libraries were ahead of their time. (5) In Ontario, at least, many of the books were too advanced for the readers.

Few people in Ontario to-day know anything about these early libraries or the three hundred thousand books sent out to them from the People's Depository. Over thirty inquiries made from inspectors and teachers who were in active service during the sixties and earlier elicited only a small amount of information. The replies all confirm the suspicion that the books fell into disuse and gradually became scattered and lost.

A FEW REMINISCENCES

Dr. James L. Hughes, formerly Chief Inspector of Schools, Toronto, writes: "I remember very well the township circulating school libraries founded by Dr. Ryerson. A strong box was provided for each school section in the township. Each school had to exchange boxes at stated periods. I often drove with my father when he went to exchange one box for another. When I became inspector of schools in Toronto in 1873, I found a heap of books in each school not used at all. I had them sorted into useful and useless. The useless were sent to the second hand store, the useful were divided among the schools of the city, the principals in

turn choosing a book till all were divided. They were made the basis of libraries to which we added annually."

Dr. Strang of Goderich, whose experience goes back over fifty years, states that one of the old libraries still exists in the Central School of that town and several others in the rural schools of Huron county. "The books as a rule were all serious, and as the modern demand for story books spread the scholars voted them dry and neglected them."

Dr. William Scott, principal of the Toronto Normal School, states "In the first school in which I taught in 1862, there was a little library procured with funds obtained from the sale of Clergy Reserves. It was set up in a cupboard and consisted of about 300 volumes. These were of a solid kind, there were very few story books amongst them. I learned a good deal of History from this library. It was also used extensively by the young men of the neighbourhood, not by the pupils. It was too difficult for the pupils, but the young men who took a genuine interest in improving their minds read continually from books in that library."

Mr. John Dearness of the London Normal School remarks: "The school libraries that I remember as a youth were kept at the secretary's home in a trunk. When I became inspector in 1874, I found here and there remnants of similar libraries occasionally, but they had practically ceased to exist as means of circulating books in the section."

Dr. D. J. Goggin, formerly text-book editor of the Department of Education, Toronto, writes: "I had knowledge of two of these libraries. The first was in a little log school in the township of Cartwright, Durham County. The books had been purchased out of the

Clergy Reserve Fund allotted to the school section. The subject matter was far beyond public school pupils, but the library was of much service to the older men and women, and I still recall with pleasure what an amount of helpful reading I did there. When I went to Port Hope in 1873, I found a small collection of books in the Central School. These had been purchased from the Depository. There were books dealing with the History of Education, School Management, Philosophy, and Ethics. I recall Lewes' *History of Philosophy*, and books in geography, history, and natural science. The greater number were far too difficult for the pupils and few were ever taken out."

A township library was established in the township of Blanchard, Perth county in 1853¹. The council voted £50 for books and appointed a librarian at £4 per annum. To-day there is no trace of this library in any records, in books, nor in the memory of the people of that vicinity.

A few rural school teachers have kindly furnished titles of old books discovered hidden away unused in old cupboards in their schools. One of these lists coming from S.S. No. 22 Clark Township, Durham County, contains the names of six books, as follows: *A Book of Worthies*, *Thrift*, *Great Triumphs of Great Men*, Whiston's *Josephus*, *City of the Saints*, *Notable Shipwrecks*. All bear the older form of book-plate.

A long list comes from S. S. No. 6, Mornington township, Perth county. Among some thirty titles we find: *The History of Ireland*, (two vols.), Johnson's *Works*, Byron's *Poems*, *History of France*, Macaulay's *History of England*, Creasy's *English Constitution*, Gibbon's *Rome* (3 vols.), Adam Smith's *Wealth of Nations*, *Memoirs of*

¹ For list of these see chapter XII.

Sydney Smith, History of the Jews, Geological Cosmogony. Some of these bear the older and some the later book-plate and all are in good condition.

No doubt other remnants of the old libraries are to be found hidden away in a few scattered schools of the province, of interest now only from their connection with Egerton Ryerson and his worthy and carefully planned effort to bring the blessing of good books to the common people of Ontario.

CHAPTER VIII

ONTARIO SCHOOL LIBRARIES OF THE PRESENT

The Depository was closed in 1881, but the school libraries continued to receive the grant till 1888 when all assistance from the province was finally withdrawn. From this time forward the only law on the statute book was part of the old Library Law of the Ryerson regime prescribing the duties of trustees—"to procure registers, maps, globes and apparatus, and to establish and maintain school libraries." No mention is made in the Departmental reports till 1898, when Hon. G. W. Ross called attention to the foregoing clause and "regretted the slowness of schools to avail themselves of the opportunity." In 1900 the Minister, Hon. Richard Harcourt, reported "a few school libraries have been established by the enterprise of teachers and inspectors" but "regrets that so little has been accomplished."

These suggestions from the Department having produced little result, in 1902, a new law was passed appropriating \$3,000 to be distributed among schools purchasing library books within the year, the grant to each school to be one-half the amount raised locally, but not to exceed \$10 per year. This grant was to be paid only on books selected from a catalogue published by the Department. As a result of this act 320 schools made application for the grant in 1903, and from this time

forward school libraries show a regular increase in numbers and size. In 1906, the Library Inspector was instructed by the Department to prepare a model school library of fifty books for each of the Normal Schools, Toronto, Ottawa, and London; these collections still exist.

In 1907 a change in the law provided that the maximum grant to each school should be \$5, and that \$10 should be the minimum purchase of books for which the grant would be paid. In this year the appropriation was raised to \$5,000.

In 1908 a new regulation raised the maximum grant to each school to \$10, leaving the minimum purchase at \$10. This law is the one in force at present. The government makes a fixed appropriation and divides this among all the schools that spend \$10 or over on library books before October 1st of each year. Each school receives a share of the grant as a percentage on the amount expended, and no school may receive more than \$10 in any one year. The trustees must apply to the Inspector for the grant by October 15th, and the Inspector must make application to the Department by the first day of November. It will be seen, therefore that the amount of government assistance received by each school fluctuates with the number of schools making application for the grant. In 1914 the grant paid was sixty-three per cent. of the amount expended by the schools, in 1915 it fell to forty-three per cent.

In 1915 there were 5,330 rural schools in Ontario; Inspector's returns show that there are libraries in 5,214, or in nearly ninety-eight per cent. of them. These school libraries contain 622,570 volumes, valued at \$235,338. The rate of growth in the size of the libraries is shown

by the fact that 1,405 schools qualified for the government grant in 1915.

The Education Department issues a catalogue of 200 pages from which the books may be selected, but allows the purchase of any books so long as they have the approval of the Inspector. The catalogue receives frequent revisions; at present it contains over 2,000 titles, classified and graded for all forms of the public school, and is a most excellent list of children's books.

The teacher in all cases acts as librarian and usually selects the books that are purchased, but receives suggestions from Inspector, trustees, parents, or children. Although the Education Department leaves it optional whether a school library shall be established or not, the regulations do insist on school boards providing adequate supplies of supplementary readers in geography, history, hygiene, and general literature. These of themselves form the nucleus of a library and suggest the purchase of other books.

PRESENT CONDITION

With a view to becoming acquainted with the conditions and needs of the rural school libraries, a circular letter was sent to a large number of teachers asking the following question:

1. Send a list of the books in your library.
2. Are the books used during school hours?
3. Are the books taken home by the scholars?
4. Are they used by the people of the section?
5. What interest do you find (i) in children? (ii) trustees? (iii) parent?
6. How is money obtained for new books?
7. Are new books added regularly? frequently?

About fifty lists were received in answer to the first question. The number of books in these schools varies from 20 to 400, the average being a little over the hundred mark. In some of the smaller libraries the prescribed supplementary readers form from two-thirds to the whole of the books, but in most cases there has been a good selection from various departments of knowledge and adapted to various ages and grades. Story books, of course, predominate, forming in nearly every library from fifty per cent. to sixty per cent. of the total. The majority of schools provide a few modern books as collateral reading in geography, history and nature study. Pure Literature finds a place in about half of the schools, and sixty per cent. of them have provided a few works in standard fiction.

The following table has been compiled from these fifty lists:—

The following table has been compiled from these fifty lists:—

No.	Number of volumes	Stories	Books for very young	Picture books	Standard fiction	Literature	Geography	History	Nature study	Reference
1	38	18	4	0	8	5	1	0	1	1
2	68	11	3	0	39	10	0	1	4	0
3	21	9	2	0	4	4	0	0	2	0
4	114	60	30	0	0	0	12	0	12	0
5	80	45	25	0	1	1	4	0	4	0
6	135	90	6	0	10	5	10	4	10	1
7	97	62	1	0	16	6	4	2	6	0
8	180	100	4	0	15	15	18	20	6	2
10	35	18	0	0	0	0	9	0	10	0
11	35	12	3	0	1	1	6	11	2	0
12	100	60	0	0	4	0	10	20	12	1
13	93	40	12	0	4	5	6	17	10	1

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No.	Number of volumes	Stories	Books for very young	Picture books	Standard fiction	Literature	Geography	History	Nature study	Reference
14	100	63	0	0	0	0	7	15	10	0
15	70	30	10	0	4	6	12	6	4	0
16	84	47	7	0	15	6	0	5	2	2
17	80	40	0	0	12	6	8	4	10	0
18	70	60	0	0	6	0	0	1	3	0
19	75	37	10	0	5	0	5	10	8	0
20	100	62	3	0	5	0	3	16	10	1
21	100	74	1	0	10	13	0	1	0	0
22	200	180	10	0	6	1	2	0	0	1
23	104	60	0	0	24	5	5	8	2	0
24	120	60	3	0	10	7	12	20	8	0
25	143	70	5	0	5	8	5	18	32	0
26	130	72	12	0	5	5	8	8	20	0
27	44	18	0	0	2	2	7	7	8	0
28	60	28	10	0	6	1	6	2	7	0
29	116	50	10	0	5	12	6	13	20	0
30	140	81	3	0	12	6	18	12	8	0
31	50	22	2	0	0	0	6	5	15	0
32	100	40	0	0	0	5	20	25	10	0
33	60	31	9	0	3	0	5	8	3	1
34	200	105	9	0	25	30	6	12	9	1
35	30	7	2	0	8	10	0	0	0	2
36	150	80	10	0	8	7	15	12	16	2
37	70	39	0	0	0	0	3	15	12	0
38	140	80	12	0	10	6	8	8	14	2
39	190	140	10	0	12	8	5	7	6	2
40	226	110	30	0	20	15	15	17	18	2
41	200	120	10	0	30	20	6	12	1	1
42	160	120	0	0	5	14	5	2	14	0
43	35	6	6	2	0	0	4	8	8	1
44	200	50	54	6	1	56	9	15	10	1
45	180									
46	75									
47	100									
48	112									
49	189									
50	100									

For the last six only the number of volumes is available.

One of the most important factors in the success of a school library is proper selection of the books. Although the official catalogue contains only the best productions, it is quite possible to select from it a most unsuitable library. While a few of the collections in the schools reporting are most excellent in their character, an examination of the foregoing table reveals several defects that call for discussion.

1. *The lack of uniformity*: The school sections of Ontario vary very little in their characteristics and needs, yet we find the greatest possible variation in the character of the books chosen for the children to read. Several causes contribute to this condition: (1) In Ontario the section is the unit for administrative purposes, and each school board is independent of all others. (2) There is no regularity in the method of selecting books. Sometimes the duty falls on the trustees who, in their ignorance of this matter, are forced either to choose at random or to purchase books that please themselves, with no regard to the children. (3) In most schools the teacher chooses the books, but the majority of the graduates of the Normal Schools have been so busy passing examinations that their acquaintance with books is usually limited to their school texts. They receive no instruction in library work during their course of training, and it is not for some years that they acquire sufficient experience to enable them to purchase a suitable school library. (4) Teachers are frequently changing schools and the tendency is for each new teacher to procure books to suit herself, ignoring the work of her predecessor.

2. *The lack of books for the very little folks*: In one-fourth of the libraries heard from no books for the

very young are to be found, and only twenty per cent. of the schools have more than ten books of this class. The authorized catalogue contains a list of fifty good picture books, but only two of the schools reporting have a single book of this kind. The tendency throughout seems to be toward a too advanced selection of books. The impression still clings to us that picture books, like toys, while suitable for the nursery, must be dropped at the door of the school. Hitherto only the recreative value of toys and games has been understood; we are only just beginning to appreciate their educative value. The new spirit has gradually produced a change in the character of the toys offered for sale, stone blocks, construction outfits, modelling materials, and railways systems taking the place of less instructive toys and games. Picture books comprise the child's first acquaintance with literature, science, history, and art as they are found in printed form. Long before he is troubled about the meaning of letters or words, he weaves fanciful stories for himself from his pictures. The break from home to school life is a severe one at best, and the wise teacher will employ all means possible to make it easy and natural. Picture books bridge this gap between home and school; they furnish congenial employment at times when the patience of teacher and pupils is near the breaking point; they form an excellent introduction to literature; and they tend to create a taste for what is good and true and artistic in the composition and colouring of pictures. Too many children to-day are forced to depend for their pictures on the coloured supplement that disfigures so many large newspapers, and is so thoughtlessly placed in the child's hands. The subjects treated are trivial; the humour coarse; the figures hid-

eous distortions, and the colours dauby. The school, through its library, can and should do a great deal toward cultivating a taste for good pictures.

3. *The lack of reference books*: Half of the schools report no reference books, and half of the remainder, only one—the Dictionary. If the mission of the school is to fit a child to educate himself, books of reference should prove one of the most effective means of achieving this result. In an ungraded school there are particularly good opportunities for carrying on this kind of work. The teacher's duties are varied and heavy, and each child is left to himself a large part of the day while others are receiving attention. The wise teacher will set the child his problem, show him the tools to use, and leave him to work out his own salvation. Indeed, it should be profitable for older boys and girls to remain a year or two in school after passing the eighth grade for the sake of the reference books, even though they had no special class instruction. Somewhat similar to the reference books are interesting and easy books in geography, history, and nature study, valuable to both teacher and pupil for supplementing the text-books. In many of the schools reporting, very little attention has been given to these books beyond the "readers" prescribed by the Department.

4. *The lack of books in agriculture*: Of the fifty reporting, only two schools mention books in agriculture. The official catalogue contains lists of all the best bulletins and reports of the Department of Agriculture, Toronto, and most of those published at Ottawa; as well as good graded lists on gardening, fruit growing, floriculture, dairying, and other departments of farming. In spite of this, less than ten per cent. of the

schools have any literature bearing on the greatest industry of the province—the one in which practically everybody in the rural sections is engaged. This is probably due to ignorance of the existence of the bulletins that the Department of Agriculture distributes on request and, also to a certain opposition in the minds of many farmers to anything that suggests scientific farming. The action of the Education Department in providing free summer courses at the Guelph Agricultural College, and the work that that college itself is doing through the schools by means of its County Representatives and Field Agents should effect some improvement in the kind and quantity of agricultural literature placed in the hands of the farmer's children. The establishment of children's home and school gardens will also create a demand for information that should lead to the formation of a strong agricultural section in the school library. The rural teacher must be alive to the needs of her section, and, above all things, tactful in her advocacy of new methods or new books in agriculture.

5. *The lack of magazines*: Out of 200 teachers questioned, not one could say that her school provided a magazine or newspaper for the children. The reason appears to be simply that people generally have never thought of these in connection with the public school. Innovations are looked upon as dangerous and are, moreover, difficult to establish as regular customs. Text-books, we say, are for the school; story books are for the home; newspapers are for adults; magazines, for the city people; and having said this for so many years it becomes very difficult to question its truth. There are two purposes that are served by the introduction of suitable periodicals into the schools: (1) The matter

in the text-book is supplemented and kept up to date. (2) The children learn what is worth reading in the newspaper and what constitutes a good magazine. Those charged with the planning of new school buildings should consider the need of a separate room for the library equipped with reading table, chairs, and suitable periodicals.¹

So much in regard to the selection of the books. Below are printed two lists of books, the contents of two actual rural school libraries. They are interesting as being the first purchase of books for these schools and illustrate a poor (A) and a good (B) selection for the money expended. The supplementary readers insisted on by the Department are not included:—

A.
 The Pathfinder.
 Glengarry Schooldays.
 The Man from Glengarry.
 Macaria.
 The Rifle Rangers.
 St. Elmo.
 Black Rock.
 Nicholas Nickleby.
 Dombey and Son.
 Waverly.
 The Mill on the Floss.
 Pickwick Papers.
 John Halifax, Gentleman.
 The Merchant of Venice.
 Hypatia.
 The Golden Treasury of Songs.
 The Deserted Village.
 The Christmas Carol.
 Tales from Shakespeare.
 Edwin Drood.
 Marmion.
 As You Like It.
 Aesop's Fables.
 Miles Standish.
 Hamlet.
 Heroes and Hero Worship.
 Poems of Love of Country.

David Copperfield.
 Old Time Stories.
 Farm Weeds.
 B.
 Peter Pan (picture book).
 The Pied Piper (picture book).
 Grimm's Fairy Tales.
 Jack the Giant Killer.
 Dick Whittington.
 Snow Queen.
 Rambles of a Rat.
 The Children's Hour.
 Drake and Raleigh.
 Tales from Troy.
 Alice in Wonderland.
 The King of the Golden River.
 Robin Hood.
 Legends of Greece and Rome.
 Harold.
 King Arthur Stories.
 Stories of King Alfred.
 Tales from British Heroes.
 Stories of Bruce.
 Little Women.
 The Jungle Book.
 Heroes of Modern Times.
 Hereward the Wake.
 Wild Animals I Have Known.

¹ For list of these see chapter XII.

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Insect Life.	How We Are Sheltered.
Bird Life.	How We Are Clothed.
Eyes and No Eyes.	How We Travel.
Child's Book of Nature.	Rab and His Friends.
Bible Stories.	Beautiful Joe.
How We Are Fed.	

The next three questions refer to the use made of the school library books. Two hundred schools answered these questions, and seventy-five per cent. of them report that the books are borrowed freely by the pupils and taken for reading at home, a record of loans being kept by the teacher. A still larger percentage report the use of the books in school hours. In about one-half this applies only to the prescribed readers; in the rest there is no restriction, the children being encouraged and in some cases compelled by the teacher to read the library books at certain hours during school time. About one-third of the teachers report that they themselves read to the children for the purpose of giving them ideas for their work in English Composition or to supplement the history and geography lessons and often merely to create an interest in the book.

In answer to the question "Do the people of the section borrow the books?" there were 150 replies received. Only twenty-five per cent. report borrowers outside of the pupils, though no doubt many parents read the books taken home by the children. "Not much," "in winter," "very little," are frequent replies. Only one teacher reports her library (of over 300 volumes) a "centre for the community." In this matter we are face to face with an important problem. While the farmer is increasing in material wealth, he is in peril of saying to his soul "Take thine ease, eat, drink and be merry." He must be shown that he has higher needs, intellectual and spiritual, and there must be placed at his hand a rich

supply of food to satisfy these needs. He needs the combined ministrations of the pastor, the teacher, and the librarian.

To question 5, "What interest is shown in the section?" replies are unanimous in reporting great enthusiasm on the part of the children, but general lack of interest in parents and trustees. Many seem to be ignorant of the existence of a library at the school, and a few trustees are reported as actually opposed to such an institution. The remedy lies in a realization by the teacher that her office is not to fill the children's minds with facts, but to develop in them powers of self-education, involving, among other factors, a habit and love of reading that will endure throughout life. Since a large number of the pupils become the future ratepayers and trustees the work of the good teacher is far-reaching in its results. It reacts on the school in later years in producing an enlightened body of parents and school officials, alive to the needs of their children and interested in securing the best facilities for their education.

The remaining questions deal with the provision for making additions to the library. This is a vital question, for unless the library is kept fresh and up-to-date it soon falls into disuse and gradually disappears. Replies to question 6 show that there are two methods employed for providing funds for new books; either the trustees appropriate a small sum, amounting usually to \$10, so as to be eligible for the Departmental grant; or the teacher, pupils, and interested friends of the school may secure money by holding concerts or socials. With the institution of the School Fair many schools receive a sum of money for prizes, and this may be devoted to the purchase of books. From 150 replies it

appears that the trustees provide the money in seventy-five per cent. of the schools. In a few counties there is a County grant of \$5 made annually to every school library with at least 100 volumes. Selling flowers and vegetables from the garden plots is a method used in a few places, one school reporting the possession of a hot-bed, resulting in a lucrative trade in young cabbage plants.

There is something to be said in favour of allowing teacher and pupil to raise funds for the library. The school concert in itself may be made of great educative value, and interest in it is largely increased by making a library fund the end in view. The testimony of teachers goes to show, moreover, that the children take greater interest in the books when they have had a part in securing them. But the method, at best, is precarious and irregular and should not be depended upon. In many sections, moreover, there is no talent available, and this lack is very often due to the absence of those very books that the school is trying to procure. The only business-like way is for the school board to make an annual appropriation for new books. Concerts and socials may, and indeed, ought to be held in the interests of the social life of the section; but to let the library stand or fall by the result of these is to overlook the solemn duty of the people, namely, to provide for the proper education of their children. It may, further, be said that a sure way in which to arouse interest in any concern is to get the people to invest their money in it.

To question 7, "Are new books added regularly or frequently?" the answers are not encouraging. In a county of ninety rural schools, only fifteen are able to say that new books are obtained annually. Out of fifty

other schools scattered over the province only twelve report a willingness in the trustees to furnish books. The following replies are common: "none for five years"; "none for eight years"; "none since 1909"; none since the first purchase, seven years ago"; "we need new books but the trustees will not get them"; "the trustees begrudge five cents"; "no interest in the library by any one; books all read and re-read."

It must be remembered that the foregoing replies all express the teacher's view-point. With a view to getting a more unbiased opinion, numerous inspectors were consulted in regard to the conditions and management of the school libraries. The replies are practically unanimous in placing the responsibility for the success or failure of the library on the teacher. Brief extracts will here be given from four of these letters, all from thoughtful men of mature experience:

1. "The difficulty of starting and maintaining a library in a rural school depends on the teacher. If the teacher is herself a reader, and is interested in her pupils' reading she will find a way to start a library. After the first library grant and as long as that teacher remains the trustees will willingly spend \$10 a year on the library. If, however, the next teacher is not a reader and takes no interest in what the children read, interest in the library dies and the books gradually disappear. When the teacher realizes, as very many of them do already, that the value of their school work is not chiefly the benefit derived by the pupils while at school but, rather, the value to the pupil *after leaving school*, then will the teachers take more interest in supplying the children with good books and fostering in them a love and taste for good reading."



FIG 30. SOME PRESENT-DAY SCHOOL LIBRARIES IN ONTARIO

2. "In the case of most of the schools new books are provided without complaint or question. I believe, however, that in some cases the teachers do not make sufficient use of them, especially in the lower classes."

3. "When the teacher encourages the pupils to read the library is of inestimable value and any failures are due, not to the system but to failure in arousing proper interest in it."

4. "The pivotal point of the whole question of the value of rural school libraries is the tactful and intelligent direction of an enthusiastic teacher. I find the usefulness of the libraries is in direct ratio of the literary tastes of the teacher."

The view expressed in the foregoing letters is confirmed by educators in the United States. It is to the teacher, then, and her training that we must devote our attention, if the school library is to fulfil its proper mission in the rural communities. The preparation of the teacher for library work will form the subject of a new chapter.

CHAPTER IX

SCHOOL LIBRARIES IN THE PROVINCES OTHER THAN ONTARIO

All the provinces of Canada have inaugurated systems of school libraries sanctioned and supported by the state. Each will be briefly dealt with.

NOVA SCOTIA

The province grants \$5 annually to the teachers of all rural schools possessing library books worth \$50 and with not less than 150 issues; \$10 if the library books are worth \$100 with 300 issues, provided an accession book and the prescribed library index cards are used and annual returns made on authorized blanks. A catalogue of 500 volumes, classified and graded, has been prepared to aid and regulate the selection of the books, but books not in this list may be purchased on the approval of the Education Department. Only 33 rural schools were qualified for these provincial grants in the year 1916.

County academies, high schools, and schools in cities and towns are required to have school libraries as one of the conditions of a high-class provincial grant. In 1916 there were 408 libraries reported with 65,170 volumes valued at \$46,849.

PRINCE EDWARD ISLAND

The law provides that whenever any school district shall raise money for a school library, the Department of

Education shall grant an amount equal to one-half the sum raised, the government grant not to exceed \$20 in any one year. The government maintains a School Supply Department and offers to procure any books for teachers or trustees at cost. A graded classified list of suitable books is issued by the Department, but other books than those on the catalogue may be purchased if the approval of the minister is obtained. At the present writing there are 80 libraries in the 80 schools of the province.

NEW BRUNSWICK

In this province the law is practically the same as in Prince Edward Island, the grant being half the amount raised locally, \$20 being the maximum grant paid in any one year. In 1914 the total grant to school libraries was \$74.03. Inspectors' returns show about 180 school libraries in the province, averaging fifty volumes each. The total number of schools is 1,922. No catalogue is issued, but a list of the books to be purchased must go before the Superintendent of Education for approval.

QUEBEC

There are two Councils of Public Instruction in this province, one having jurisdiction over the Protestant schools and the other looking after the Roman Catholic schools. Article 3041 of the Protestant school law provides "that a sum not exceeding \$2,000 may be appropriated annually for libraries in city, town, village, parish, or township, or school municipalities, such aid to be given in money or books as deemed expedient." Article 3042 further provides "that school corporations may appropriate any sum whatever for maintenance of school libraries." The government grant is paid in books, but,

as the amount available for each school is not large enough to permit annual supplies of books, it is allowed to collect, and the books are sent to the inspectors every three years for distribution to the schools. This plan gives each school an average of four to six new books per year. They are chiefly juvenile story books, but the best of their kind. An occasional pedagogical work for the teacher is included. The school authorities are required merely to provide book-cases and appoint the teacher as librarian. Their appropriation is usually small, consisting in most cases of a set of text-books and a copy of the school law.

In addition to these permanent libraries the Provincial Association of Protestant Teachers appropriates \$75 annually for the maintenance of travelling libraries for the country schools. Four of these libraries are placed in each inspectorate. A box remains three or four months in each school and is then moved by the inspector. Each box contains about twenty-five books, mostly supplementary readers and standard juveniles. The library books provided by the government are not to be taken from the school, but those in the travelling libraries may circulate throughout the section. No book list is issued by the Department, but the Protestant Association has a catalogue of 500 books kept for loaning to its members.

Another source from which books reach the public schools is the Strathcona Trust. The Protestant inspectors report yearly and recommend four schools in each inspectorial district doing the best work in the physical exercises. A certificate is sent to the teacher in charge, and a collection of twenty or more books is sent to the school itself. A determined effort is being made in the

Province of Quebec to supply the Protestant schools with suitable library books.

SASKATCHEWAN

The establishment and support of school libraries by the school boards is made compulsory. A law provides "that it is the duty and power of every board to provide, when deemed expedient, a suitable library for the school. No grant is payable for the second term of any school year until a statement is received from the secretary indicating that he has during the then current year expended on books for the school library the sum of at least \$10 for each room in charge of a separate teacher, such books having been selected from a list authorized by the Department". The inspector of schools may give permission to expend the \$10 on school equipment or apparatus if he finds that the library is adequate to the needs of the school. As the law has been in force for twenty years many schools have over 1,000 books.

The present value of the school libraries is \$160,000. A graded catalogue is issued by the Department to govern the selection. In 1914 the amount spent on library books was \$30,000.

ALBERTA

The Department of Education pursues an aggressive policy with respect to school libraries, and a branch of departmental service is devoted exclusively to this work. Suitable books are bought in large quantities directly from the publishers and are carried constantly in stock, at the Department. These are supplied to school libraries at cost price plus cost of operation, lists of new books being frequently issued to the schools to assist them in choosing.

The value of the books supplied with respect to the class-room varies from 5c. to 15c. per day, according to the grading given by the inspector with respect to grounds, buildings, equipment, progress, etc. The value of the books distributed in 1916 amounted to about \$36,000. The books handled by the Department are chosen by a committee of inspectors and teachers.

School libraries are also augmented through local enterprise. The Department of Extension of the Provincial University supplies travelling libraries and material for literary and debating clubs. A very large staff is employed by the university to collect and file clippings, pictures, magazine articles, and bibliographies, dealing with every conceivable subject that could come up for discussion or could be of interest to a school or section. This material is sent out on application to any school or private organization in the province, together with a collection of appropriate books. Through this fostering of the literary and debating society the schools are rapidly becoming the social as well as the educational centres of the communities.

MANITOBA

The province has recently adopted an aggressive library policy in regard to rural schools. About \$18,000 is expended annually under the direction of a Library Bureau in connection with the Department of Education. Lists of suitable books are prepared by the Department and sent to the schools. From these lists the trustees, with the advice of the teachers, selects books to the value of \$10 for each room in the school. The books, when chosen, are sent, carriage free, to the schools.

In addition the province appropriates the sum of \$5,000 annually for the purchase of books suited to adults in the community. The books are chosen by the Department of Education and are sent free to the schools. The teacher acts as the librarian and sees that the books provided are circulated throughout the district.

In the cities and towns the school boards have from the beginning recognized the importance of the library in connection with school work, and in each school there is a large and growing collection of books. Financial assistance has for many years been granted by the Department of Education. The collegiate institute in the larger centres are specially well equipped with libraries.

BRITISH COLUMBIA

Clause 117 of the School Act provides that "whenever a board of school trustees shall set aside a sum of money for the purpose of establishing a library or adding thereto, there may be granted from the Provincial Treasury a sum equal to one-half the amount so set aside, not to exceed \$50,000 in any one year to be expended in the purchase of books therefore". A graded list is issued by the Education Department. Books not listed may be procured only if approved by the Department. At present, 1915, all the larger schools and most of the smaller ones have school libraries.

The province has an efficient travelling library system that supplies a large number of outlying schools with books.

CHAPTER X

THE NORMAL SCHOOL

It was pointed out in the chapters on rural school libraries that the weakest link in the whole system is the teacher. States may encourage or compel appropriations for books; school boards may provide the libraries; but two conditions must be fulfilled if the library is to be of any value to the school that receives it; the books must be suitable and the children must read them. The achievement of these results is the work of the librarian, an office that will always fall to the teacher. It becomes our duty, therefore, in this chapter to discuss the duties of the teacher-librarian, and the responsibility of the Normal School in the matter of preparing her for her work.

In Ontario, the teacher-librarian who takes her office seriously has heavy and important duties to perform. (1) On her usually falls the task of selecting the books, and on the character of that selection the usefulness of the library will depend. (2) She looks after the administration of the library; she must purchase, accession, classify, and catalogue the books. She must record and report circulation, impose fines and, what is most important and difficult, she must see that the books do not get scattered over the section, never to return to the school. (3) She must lead the children to the books and awaken an interest and a taste for reading. To do this

properly she must have a wide acquaintance with children's books of all kinds, as well as a thorough knowledge of child nature. She must be able to correlate her school work with her library, and should know how to obtain and use the best reference books suitable for children. (4) Finally, on the teacher often falls the task of securing an appropriation from the trustees for additions to the library.

In the United States the duties of the rural teacher as librarian do not differ materially from those just outlined, except that in a few states, like Wisconsin, the annual expenditure for books is provided for by law, and the county superintendent selects the books, thus relieving the teacher of two arduous duties. The remaining duties, however, are of supreme importance and unless she is able to perform them well her library may completely lose its value.

The teacher, then, and especially the rural teacher needs library training, and for this it is only natural that we should look to the source of her pedagogical training—the Normal School. If the end of education is to prepare for life; if the function of the teacher is to assist the child to educate himself; then, plainly, the normal school will not have trained its teachers properly unless it has equipped them with a good knowledge of books and the ability to help children to get the most from them.

Library training in the normal schools is a movement of comparatively recent date. Pioneer work was done in Wisconsin in 1893. Illinois, Michigan, and Minnesota following within a few years. Nearly all of the States of the Union have adopted the plan since 1900—twenty since 1907 and twelve since 1911. In 1904 the National

Educational Association appointed a committee on normal school library work, the duty of which is to keep in touch with the normal school libraries, urge action on normal school authorities, collect statistics, make suggestions, and report on the progress of the work. This committee gave a comprehensive report in 1906 and has done valuable work since in arranging courses of study and spreading the movement.

At present, there are no states in the Republic in which library training in the normal schools is not given to some extent. The Bureau of Education, Washington, attempted to collect information from the normal schools in 1914. Replies were received from 166 of the 284 normal schools of the United States, and of these ninety-three reported that they gave their students instruction in library methods, bibliography, organization and administration of school libraries, and a course in children's literature.¹ The courses vary from a few simple lessons to a two-year course with instruction for one lesson period per day. Two states, Idaho and Wisconsin, have laws requiring the normal schools to give library training to their students, the latter state having further enacted that teachers-in-training must pass a written examination on the subject before receiving permission to teach. In all the schools carrying on the work "credits" are given for completing the course, the marks assigned amounting to about two per cent. of the whole. The instruction is usually given by the librarian of the school, assisted in some cases by the English master. Among the normal school librarians of the United States there are fifty-one graduates of library schools, seventeen who have taken a summer school course and eighteen who have had previous experience in library

¹ Bulletin No. 34, 1914.

work. The remainder of the libraries are in charge of students paid by the hour or with no one in charge. In one school the librarian has the rank and salary of professor; in other cases, those with training rank as teachers. In 1911 the normal school librarians organized an association of their own, holding an annual convention as a section of the American Library Association. Occasionally the instruction in library methods is given by the librarian of the public library, notably in Cleveland, where the normal school library is conducted as a branch of the public library. In 1914 the State Library of Michigan appointed a travelling instructor to visit each of the 45 normal schools of the state and give a course in library training, aiming chiefly at helping rural teachers in the administration of their school libraries. This representative carried with him a complete outfit of reference books and a model school library.

The extent of the course in library training depends upon the condition of the school and the needs of the students, hence, varies a great deal. In 1914 a joint committee, consisting of members of the Normal School Library Section of the American Library Association and representatives of the Library Section of the National Educational Association was appointed to frame a standard library course for normal school students. In 1915, as a result of their labours, three standard courses were formulated:

- (1) A course in reference work for the personal assistance of all students, to include an explanation of the catalogue and classification; reference works; periodicals; indexes; public documents; research; book selection; practical problems to illustrate each subject.

(2) A course in children's reading, to include methods of directing children in their selection and reading of books; kinds of children's books; standards of choice; grading; story telling; dramatization; care of books; how to use the library.

(3) An optional course for those expecting to have charge of a school library, including selecting; ordering; accessioning; cataloguing; classifying; labelling; loaning; mending and binding books; attracting and directing readers; community service. Apprentice work in the library is insisted on.

A SAMPLE COURSE IN LIBRARY TRAINING

Since the librarian of the Milwaukee Normal School, Miss Ovitz, has given a large amount of time and thought to this question her course in reference books will be outlined in some detail in order that the reader may understand what such a course of study involves. The Milwaukee reference course covers ten weeks and is given by the librarian with the normal school library as a laboratory.

First Week: The students receive an introduction to the library of the school. A floor plan is made and studied, showing the position of the book cases, reading tables, reference books, loan and receiving desks, newspapers, magazines, pamphlets, and public documents. The system of classification is then explained, and the meaning of the various figures and marks on the books, so that the student may know where to look for any volume required.

For practical problems following the lesson the students are given the names and numbers of various books which they are required to find on the shelves,

this exercise being continued until considerable expertness is attained.

The *Second Week* is devoted to the mysteries of the card catalogue. The trays of cards are taken from the cabinet and distributed among the students for their examination. The uses of author, title, and subject cards are explained from diagrams on the blackboard. After this, cards for cross-reference, biography, bibliography, criticism, and other special uses are exemplified and explained.

Practical problems are then given similar to the following:

- (1) Who wrote *Kidnapped*?
- (2) Name all the other books by the same author.
- (3) Find a biography of the author of these books.
- (4) Give author, title, and call number of two books in the library on psychology; on suggestion; on glass blowing.
- (5) Give author and title of the latest book in the library on Russia.
- (6) Find a book containing a chapter on the Clergy Reserves.
- (7) Has the library a copy of *Tom Brown's School-days* in the "Everyman's Library?"
- (8) Has the library an illustrated edition of *The Arabian Nights*?

The *Third* and *Fourth weeks* are spent in learning the possibilities and limitations of the dictionary, encyclopedia, atlas, and gazeteer; year books and statistics; biographical, literary, scientific, and historical dictionaries; books of quotations, proverbs, customs, nicknames, etc.

Problems like the following are then given:—

(1) Where can you find a description of the Tower of London?

(2) Where can you find the poem *The Burial of Moses*?

(3) Who is the author of the phrase "Throw physic to the dogs"?

(4) Who was the premier of Ontario in 1885?

(5) Give the date of Sir John A. Macdonald's death.

(6) Explain the meaning of *vide*, *ibid*, *cp.* I.N.R.I., A.U.C.

(7) Who were Andromeda, Bellerophon, Bucephalus?

(8) Give the meaning of *Nulla dies sine lineâ*.

(9) Give the population of Bolivia. Find the value of its products in 1900 and of its imports from Canada in 1914.

(10) In what books are the following characters: Mrs. Gamp; Crawley; John Ridd; Rosalind; Una; Uncas; Ursus?

The *Fifth* and *Sixth weeks* are occupied with a study of periodical literature, involving discussion of the best magazines for various departments of thought also the value and use of Poole's Index; The Readers Guide; and indexes to poetry and to children's reading.

Practical work based on this:

(1) Look up the following subjects in magazines, writing out a list of references in each case:—Home Rule; School Gardening; Education of Defectives; Vocational Schools; Vaccination; Atlantic Cable; Reciprocity; Polar Exploration; Preferential Trade.

(2) Characterize the magazines in the library with regard to scope, value for reference, value for current reading, literary value, illustrations, politics.

Seventh Week: Lectures on the value of public documents—their sources, how obtained, how filed and how used; their value as supplementary and illustrative material in geography, history, or nature study. Some of the most valuable of these documents are the “blue books” or reports and publications of the various departments of state—Trade and Commerce; Fisheries; Agriculture; Forestry; Mines, etc. Many of them are well illustrated and any of them may be obtained free of cost. From their uninviting appearance and formidable array of statistics they frequently pass unused.

Problems and exercises:

(1) Write an article on Rotation of Crops, making a list of references.

(2) Examine the latest report of the Minister of Marine and make a summary in writing of the facts you could use in a fourth class geography lesson.

Eighth Week: Lectures on pictures—their value in school work; sources; mounting, classifying, and cataloguing.

Exercises:

(1) Have we any pictures in the library of Druids? of Indian graves? of Mt. Vesuvius? of canal locks? of rubber trees?

(2) Make a collection of pictures from the files in the library or from outside sources for your own use that would be valuable in teaching a lesson on Tea; Child Life in Holland; Pilgrim Fathers; Products of Alberta; Discovery of America.

The *Ninth Week* is concerned with children's books—what constitutes a good book; paper; binding; printing; illustrations; quality and suitability of the reading; the parts of a book and their uses; book selection for differ-

ent grades in the public school. Lists of the best children's books are provided for the students, and a set of very choice ones is kept on exhibit in the library in order that a high standard may be set in the matter of book selection.

Exercises like the following are then worked out:

- (1) Read *Captain June*; *Carrots*; *Fishin' Jimmy*; *Under Drake's Flag*; and report on the literary merit, characters, plot, style, motives, moral tone, suitability, physical make-up, general estimate.
- (2) Read *Gulliver's Travels*; *Hereward the Wake*; *Kidnapped*; *Little Women*; and make a report of each intended to induce a child to read it.
- (3) Classify this list of one hundred books submitted, using grade, sex, and subject as bases of classification.

The *Tenth Week* of lectures deals with the teachers' duty in regard to the children's reading, and involves a discussion of the proper relation of school and library.

At the completion of the course each student is required to compile as complete a bibliography as the resources of the library will permit on some subject chosen by himself. The librarian files away the best of these for actual use when needed. A strong endeavour is made during the whole course to have the lessons dovetail in with the other studies of the teachers-in-training, so that in working out the various exercises given in the library course he is really answering questions that have arisen in the geography, history, science, or English classes.

To fix the course in the student's mind, and also to impress her with the importance of giving library knowledge to even the youngest child of the public school, it

is arranged that the normal school students shall give short library talks to the grades. It will be sufficient here to give an outline of three of these lessons.

Grade 1. What, and where, the library is; how to borrow books from the school library; the care of books; behaviour in the library.

Grade 2. What a book is; its parts; cover, back, pages, pictures. How to open and hold a book.

Grade 5. How books are made; explanation of all the mechanical processes; how to tell a well-made book. Printed parts of a book—title page, table of contents, preface, body, appendix, index; the use of each part.

Grade 4 learns classification briefly; grade 6, the card catalogue; grade 7 learns classification more thoroughly, and receives instruction in reference books, while grade 8 receives lessons on magazines, indexes, pamphlets, and pictures.

The state normal school at Geneseo, New York, offers its students a very thorough course in library economy, which includes reference work, children's books, and library administration. This series of lessons is continued throughout the two-year normal school course, and occupies 250 class periods, with 150 extra periods devoted to teaching library methods to the children, and to practical work in the library.

THE ONTARIO NORMAL SCHOOLS

The Ontario normal schools are seven in number and receive collectively about 1,200 students annually. The course of study is the same for all students and is completed in one year of nine months. It aims at providing the elementary schools of the province with properly qualified teachers, and consists of four divisions: (1)

The purely pedagogical—history and science of education, and school management; (2) methods of teaching the common school subjects; (3) instruction in the more practical subjects, such as manual training, household science, hygiene, music, drawing; and (4) practice in teaching the various grades of the public schools of the city and country. The staffs consist of a principal, three to five assistants giving their full time to the work, and five other assistants giving part time.

Each of the schools is provided with a commodious library and reading-room accommodating fifty students at one time, and furnished with about 5,000 volumes placed on open shelves around the room. The Dewey decimal classification is used, with the card catalogue. The care of the library falls on the principal's secretary, who is expected to accession, classify, and catalogue new books and keep the volumes in their proper order on the shelves. For this work she receives no special training.

The students are free to take any books they need, charging them on slips of paper prepared for that purpose. They may keep the books for two days only. No serious attempt is made to direct students in their reading, more than to recommend certain valuable books from time to time. The books are used by the students chiefly to hunt up information on subjects they are expected to teach, and to get material for essays and debates. The time given to general reading apart from this is very small, and necessarily so on account of the heavy work and numerous branches necessitated by the short time given to the course. The time that a student can spend in the library is small, in most cases limited to the few minutes before school opens and any time he may have between four and five o'clock. Each class has

one forty-minute period per week in addition, to spend in the library, but this time is frequently seized by some zealous teacher, and in no case is it supervised. The official course of study does not require any instruction in library methods, but in connection with the course in English literature the school library receives some attention. The following is prescribed: "Principles to be kept in view in selecting books for the school library—methods of using the school library—means of securing the co-operation of the home in the pupils' reading."

A QUESTIONNAIRE

The following questions were submitted to five of the normal schools, with an aggregate attendance of 932 students, and with libraries of from 3,000 to 5,000 volumes:

- (1) Do your students receive any instruction in the use of the library? Two give a little instruction; three give none.
- (2) How much time do you devote to the school library prescribed in the English course? Each school gives two forty-minute periods a year.
- (3) Have you a model rural school library in the normal school? None of any value.
- (4) Do you make a practice of lending books to teachers in your vicinity? One school does this.
- (5) Do you give the students library periods during the day? Two normal schools give each class forty minutes a week, but there is no supervision of the library. The other three have no time apart from lessons.
- (6) Do you keep library statistics? No school does this.

- (7) How many of your students have never used the card catalogue? Two report 20 per cent.; one, 44 per cent.; one, 66 per cent.; one, 75 per cent. In the last case 25 per cent. of the students were ignorant of the existence of the catalogue.
- (8) How many of your students never use books from the library, except for the preparation of lessons they have to teach? The answers of the five schools give, respectively, 20 per cent.; 25 per cent.; 45 per cent.; 49 per cent.; 70 per cent.; averaging 42 per cent. In the first two schools the practice is made of assigning several essays during the year, thus increasing the circulation of the books.

We conclude, then, that the students of the normal schools of Ontario receive little or no instruction in reference work, nor in library use or management, and that they do very little general reading, but use the books only when compelled to do so in the preparation of their lessons. The same reason may be assigned for both these conditions—the sheer lack of time for anything but the subjects of the present curriculum. The students of these schools are expected to reach a 60 per cent. standard in twenty-three subjects, exclusive of the practice teaching, which of itself occupies nearly one-fifth of their time, and all this in a one-year course. The time of both students and staff is occupied to the full with the subjects on which examinations are set. When we remember that these students have passed through the high school under even greater pressure from examinations, it will be seen that we send annually into the teaching profession a large number of young men and women

who have not the ability to select or read a really edifying or stimulating book.

The remedy seems to be either in extending the time given to the normal school course to two years, or in dropping a number of the less important branches now on the course. The curriculum at the Milwaukee normal school comprises twelve subjects, and extends over a period of two years. This allows the framing of a timetable which permits the students to do extensive general reading in connection with their studies, and furnishes the staff with many opportunities of directing them in their reading, and at the same time of imparting a good knowledge of library economy.

It is not the intention here to compare the normal schools of Ontario and the United States as to general efficiency, much less to speak at all disparagingly of the former schools, the work of which is generally acknowledged to be of a high order. It is only right, however, to point out that many of the states of the Union are giving an attention to their children's reading that is worthy of imitation. Some suggestions regarding the libraries of the normal schools will be found in the last chapter.

CHAPTER XI

BRITISH LIBRARIES

The free circulating library, as we know it to-day, began in the British Isles in 1850. In that year an Act was passed through the instrumentality of William Ewart, permitting urban and rural municipalities to establish free libraries, museums, and schools of science and art at the will of the voters. In 1910, 556 places had library systems, with 1,000 buildings, 2,200,000 borrowers, and 60,000,000 circulation. "Open access" was first practised in 1893, and since then has been adopted in a large number of libraries, but with more safeguards and much less loss than in the United States. The British Library Association dates from 1877. Through its ministry library training is carried on, over 300 candidates presenting themselves for examination annually.

The first library to recognize the right of the child to admission was Cardiff, Wales, where children have been admitted since the lending library was opened in 1863.¹ In 1884, Mr. John Ballinger was appointed librarian, and to him falls the credit of having organized the first children's hall, or reading-room, in which the children might be separated from the adult readers. Nearly all libraries have lowered the age limit, and a good number have followed the example of Cardiff in providing special rooms or halls for children's work. These are usually large,

¹ W. Williams' *Essay*, Bootle Pub. Lib. (Mr. J. J. Ogle places Birkenhead first, 1865. See his *Report* 1898.)

airy, well-lighted halls, with open book-cases lining the walls, and suitable chairs and tables or desks. Pictures decorate the walls, and a large collection is also kept in the library for the children to look at. The age at which the children are admitted varies. Some make the age limit nine years, but the tendency is toward allowing all to come who can write their names. Trained children's assistants are now being placed in charge to direct the children's reading. In many libraries with good reading-rooms no loans are made to children, it being assumed that the school library will provide books for home reading, but in others, juvenile sections are organized, from which loans are freely made to the older children, thus linking them up more firmly with the adult section, with which it is hoped they will stand identified when school-days are over. The movement in the direction of these modern methods is, however, new, and, for the most part, slow in becoming established.

The story-hour has not been adopted by British libraries; its place, however, is taken to some extent by illustrated children's lectures, given during the winter in the children's hall. In Cardiff, lectures are given to the older children on such subjects as birds, astronomy, hygiene, travel, heroes; and to the younger children on such stories as *Alice in Wonderland*, *The King of the Golden River*, *A Christmas Carol*, and other classics in which children delight. These latter are nearly identical with the American story-hour. All the lectures are intended to excite curiosity and lead to the further reading of library books. In Cardiff the board of education gives financial assistance for the support of the lectures. Reading clubs and circles are also formed in the library, but these are more frequently organized in connection

with the British National Home Reading Union, in which case the library co-operates with its work.

While British librarians admit that they have been surpassed by the United States in regard to the provision made for children, the work is now progressing steadily, and perhaps more surely than in America. An ever-increasing number of libraries are opening their doors and providing accommodation for children of all ages. In Britain, as in the United States and Canada, the cry is for more funds to cope with the needs that arise on every hand.

CO-OPERATION WITH SCHOOLS

The first library to establish relation with the school was Leeds. A beginning was made in 1877, but the system was not fully established till 1884, and did not reach all classes of schools till 1894.¹ Plymouth began in 1888 under the late Mr. W. H. K. Wright; Bootle in 1894, and Cardiff in 1899. Since the plan of co-operation introduced at Cardiff public library has been adopted very generally by British libraries, it will be described in detail.

The plan consists in placing a collection of books in each school, starting with at least one for every child. Usually the books for boys and for girls are kept in separate cases. These collections are added to yearly, unsuitable books being withdrawn at the request of the teacher. While the libraries are small, several neighbouring schools form a group and make exchanges, so that each school may have the advantage of several collections of books. As the libraries increase in size, however, they are allowed to remain permanently in the school. During the summer holidays the books are all

¹ J. J. Ogle, Government Report, 1898, p. 232.

removed to the public library, where they are checked over, lost and badly worn books replaced, unsuitable books withdrawn, damaged books repaired, and new books added. After this they are returned to the school for another year. Once in the schools, the books are left to the teachers to be lent to the pupils for home or school reading, or otherwise used as they may wish. No responsibility falls on the teacher for losses, but she is expected to keep an account of the circulation.

In 1913, the Cardiff system comprised twenty-eight libraries in boys' schools, twenty-nine in girls' schools, nine in mixed schools, one in the pupil-teachers' school, one in the school for the deaf, and one in the school for the blind. There are also twenty groups of picture-books and simple stories for the infant schools, and two groups of similar books for the schools for defectives. A cordial relation exists between librarians and teachers, and the plan has met with complete success. The circulation has steadily increased from 253,539 in 1900, to 315,403 in 1913.

For the maintenance of these libraries the school board makes an annual grant of a specified sum for every one hundred scholars in average attendance. In 1903 this was £2 10s. The public library contributes the service for organization, administration, distribution, purchasing, mending, etc. The management of the school libraries is in charge of a composite committee, consisting of four members of the public library board, four of the public school board, and two head masters. The head librarian attends all meetings of the committee, and presents a report of the work done during the month.

The library at Cardiff has developed two forms of school work that are practically new to British libraries,

though practised regularly in most large libraries of the United States: (1) Classes of children are brought to the library by their teachers to receive lessons in the use of reference books and the equipment of the library. After the children are proficient in this work, talks on other subjects are given, and illustrated, from books and pictures in the library. The subjects may be historical, biographical, or based on some nature or travel topic, the object in all cases being to show how books, magazines, pamphlets, or pictures may be summoned to the aid of the reader. Upwards of 200 classes, comprising 8,000 pupils, visit the two children's halls in Cardiff annually for this purpose. (2) The library makes a practice of collecting and mounting pictures from old books, periodicals, pamphlets, or advertisements, for loaning to the teachers to illustrate school lessons. They are classified and catalogued, and lists are circulated among the schools. In 1913 this library lent 333 groups of pictures for educational purposes.

The borough of *Darwen*, Lancashire, has been very progressive in regard to co-operation with schools. The plan pursued resembles that in Cardiff, with a few modifications. Libraries of up-to-date children's books on nature subjects, industries, travel, history, biography, and fiction are established in each school, to remain there permanently, additions or withdrawals being made annually. In the schools the head masters act as librarians, and are given a free hand in the administration of the library. Each is provided with a register, which shows the total issue for each day and the names of the children holding books. In 1914 the circulation was 67,768, having doubled in the last six years. The librarian writes: "Above all else, we look upon the school libraries as a

nursery training-ground, a means by which we can inculcate in the young child something of a taste for good literature, a love of books, and a desire for knowledge that will bring him to the public library and make him more or less a user of books for life." At Darwen the library supplies the head masters with application forms for borrowers' cards, to be distributed to the pupils on leaving school. The whole cost of the project is borne by the library board.

In 1894 the borough of *Bootle*, under Mr. J. J. Ogle, instituted a new plan for reaching the schools. Instead of depositing a small library in each school or class-room, books are delivered at the schools to such pupils as wish to borrow them. The library issues a "Catalogue of Books for the Young", containing nearly 5,000 titles. This is placed in the school-rooms within easy reach of teacher and pupils, and from it selections are made and placed on a red "Book Card". These are collected and sent to the library, where the books asked for are prepared and sent to the schools in a covered hand-cart, deliveries being made fortnightly. At the schools the books are distributed to the pupils, who have requested them, and the same cart carries them back when read. Any pupil from eight to fifteen years of age may borrow two books, one for school use, and one for home reading, and may keep them a week longer than the usual time.

The teachers have very little work in connection with the system. They help by endeavouring to interest the pupils in books and assisting them in making their selections. One teacher at each school is appointed by the head master as "librarian". He supplies application blanks, guarantee forms, book cards, and catalogues to the pupils and teachers. He receives and distributes the

incoming books, and collects and despatches them when read, and acts generally as the agent of the central lib-

Standard

BOOTLE CENTRAL PUBLIC LIBRARY.

Salisbury Road School Delivery. BOOK CARD.

Date

Full Name of Scholar

Number of Book returned

Nos. of not less than ten books wanted,
in order of preference.

For use by Free Library Officials only.

Book sent

Date

Assistant's Initials

A WEEK longer than the usual time
(marked on the fly leaf of the Book) is
allowed for reading.

5,000[10]12.

rary. For this service to the schools the town council pays the library £10 per school per annum.

By this system the children come into direct connection with the central library, with the advantage of hav-

ing their books delivered to them. The advantages are thus summed up by the present librarian, Mr. C. H.

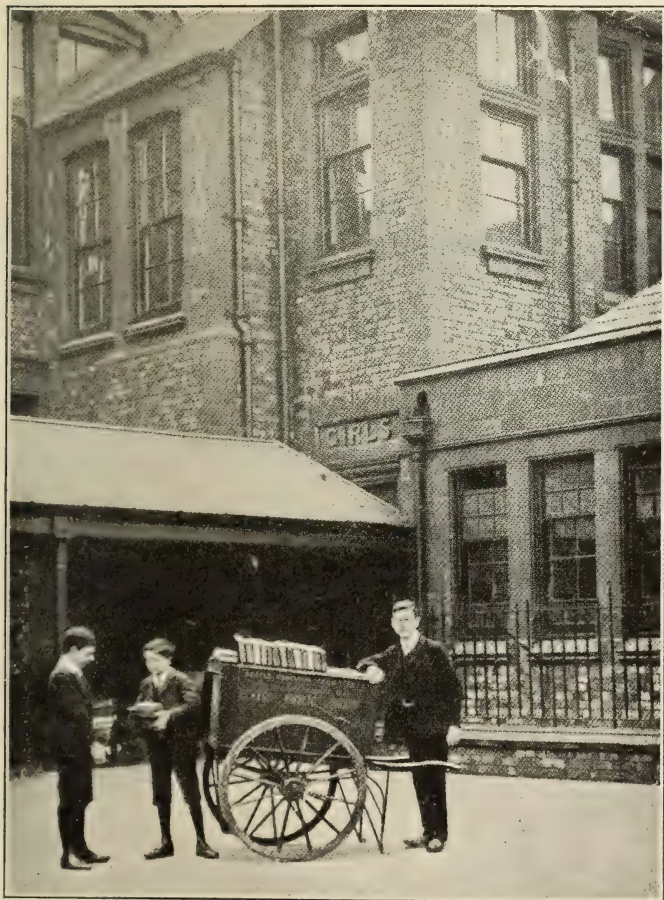


FIG. 31. SCHOOL DELIVERIES, BOOTLE, ENGLAND

Hunt: "The general stock at the central library is not weakened by the withdrawal from it for long periods of

a number of books; neither is public property set aside for the sole use of one section of the community; the system in vogue at the library is not interfered with, nor are special recording books necessary; the responsibility of the teacher is reduced to a minimum; it allows the scholars the use of the library during holidays, and leaves them in possession of readers' tickets at the end of their school career."

At present every school in Bootle is connected with the system. In 1914 the circulation was 46,000, about one-third of the children holding tickets. The Bootle library will also issue four books at a time to any teacher for one month.

Reading established school libraries after the pattern of Cardiff in 1900. At present there are thirty-six collections, aggregating over 5,000 books, with a circulation of 60,000. The education committee pays the library committee £120 annually. The central library looks after the management, and the teachers at the schools are responsible for issuing the books to the children.

Birmingham does not send books to schools, preferring to have the children come to the library, on the ground that they will continue library users. The education committee has an arrangement whereby all school children may borrow from the public libraries without obtaining a guarantee, the committee agreeing to make good all losses. In the winter a series of children's lectures is delivered, and the children are offered prizes for the best essays on the subject of each lecture.

At *Leeds* all the branches of the public library have juvenile rooms and separate circulating departments. Teachers frequently bring their classes to these rooms for reading lessons.

Plymouth began co-operating with the schools in 1888. Its latest, 1915, report shows thirty-eight collections of books in the schools, aggregating over 3,000 volumes. These are loaned to all children above the second standard.

Newcastle-on-Tyne issues books to children at all of its branches. An "experiment", children are brought to one of the branches in relays by the teachers to study certain subjects on which the library staff have collected material beforehand. Instruction in the use of reference books and the card catalogue is also given on these visits. This library issued a fine catalogue of educational works in 1909.

At the Carnegie library at *Cork* there is a juvenile department separate from the adults, issuing 12,000 volumes annually to children under fourteen years. A children's reading-room is provided and is well patronized.

In the city of *Belfast* juveniles are provided for at the public library, and printed lists of books available for teachers and children are distributed freely to the schools. The museum of the city co-operates with the schools by inviting classes, with their teachers, to examine the specimens and by loaning framed exhibits for circulation among the schools. These are often left for exhibition in one or other of the branch libraries.

Edinburgh has a juvenile department in the central library, and in each of its branches, to which children under fourteen are admitted. A catalogue of 8,000 volumes is published. Work in co-operation with the schools has not been undertaken, since all schools in the city are already supplied with good libraries.

Glasgow has a fine system of branch libraries, fourteen of which have been opened since 1904. Each con-

tains a reading-room for children, nominally between the ages of eight and fourteen, but virtually there is no age limit. Each branch publishes a catalogue of between 3,000 and 4,000 books. A typical children's room is shown in the illustration.



FIG. 32. GOVANHILL LIBRARY, JUVENILE READING-ROOM,
GLASGOW, SCOTLAND

Work for children and for schools is gradually spreading throughout the United Kingdom, and the next decade will show great development along these lines. The Great War has necessarily delayed many plans for extension, owing to the need for economy and the depletion of the staffs for military service.

In 1903 the British Library Association appointed a special committee, consisting of representatives from its own council and from various educational bodies, to dis-

cuss the relation of the library to children and to schools. This committee reported in 1905, making the following recommendations:

(1) That special children's libraries be placed in the public library, and in all elementary and secondary schools.

(2) That the principal text-books of the schools be placed in the public libraries.

(3) That the librarian keep in touch with the educational work of his area.

(4) That frequent conferences be held between teachers and librarians.

(5) That there be an interchange of representation between educational and library committees.

(6) That the public library be recognized as part of the educational machinery of the state.

RURAL DISTRICTS

The Ewart Bill of 1850, amended and extended by later Acts, now permits any borough, district, or parish, whatever its population, to provide a free library by a vote of a majority of its ratepayers. Most of the larger towns have taken advantage of the Act, but among the thousands of county towns, villages, and rural districts the library idea has been slow to take root. In 1892 only two small places had adopted the Act, and by 1908 the total adoptions in the British Isles did not amount to one hundred.¹ Rural libraries are therefore few; those that exist are difficult to maintain, having, in most cases, inadequate funds, few and poorly-selected books, inexperienced voluntary workers, and a body of villagers indifferent to the benefits to be derived from books.

¹ Harry Farr—*Libraries in Rural Districts*, 1909.

In some places rural library schemes have been attended with much success through the philanthropy of some landowner who, with his family, has given funds and personal attention to the task of interesting the people in good reading and supplying them with proper books. Thus, in 1906, a system of libraries for village schools was organized in the county of Hereford. Each elementary school in the county receives a box of suitable books, which is changed in February, June, and October. In 1907 there were sixty-five schools participating. These are arranged in groups of twelve schools, and all the boxes for each group of schools are made entirely different. Since the boxes circulate in the group, each school receives in due time a dozen different boxes of books. The school managers are expected to pay £1 annually for carriage, repairs, renewals, etc. The project is under the supervision of the Bishop of Hereford, a friend of whom supplies the funds for the large stock of books needed.²

In some counties, however, the education committee have taken steps toward providing books for the children in a regular and systematic way. The school libraries of Cumberland, and of Wilts, will be briefly described.

The *Cumberland* scheme has been in operation since 1909. A central library was fitted up at Carlisle, the county seat, and here the books intended for the schools were stored. The first catalogue issued contained 1,826 titles and 10,336 volumes; by 1913 there were 2,722 titles, representing 13,141 books, in the store-room. From the central library boxes of books are sent to the county schools on request. The teachers may select any books

² *Nineteenth Century*—November, 1907.

they wish from the catalogue, application forms being supplied for the purpose. The boxes used are of three sizes, containing, respectively, fifteen, twenty-five, and

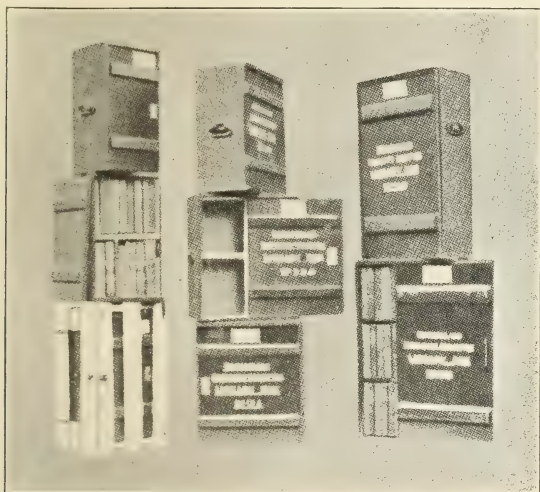


FIG. 33. SCHOOL LIBRARIES, COUNTY OF CUMBERLAND,
ENGLAND

forty volumes. These may be changed four times a year if so desired. Each box is accompanied by a register, in which the head master records the loans. The scheme has proved a great success, and the secretary writes: "Applications for catalogues and particulars of the scheme continue to be received regularly from members and officials of the education committees of other counties, with a view to the adoption of a similar scheme."

In addition to providing books for the children, this county has established a teachers' reference library at the central store, from which books are loaned to teachers on request. There are at present about 600 standard

works in the collection, and additions are continually being made.

The "Wilts Book Scheme", so-called, went into operation in January, 1914. It provides for a supply of books for the pupils of the county schools, sent out in boxes from a central library, situated at the county seat—Trowbridge. The books supplied are of four kinds:

1. *Class Readers*. One is sent for each child. They are selected by the teacher from a carefully prepared list submitted by the committee, and are not exchanged till worn out.

2. *Supplementary Readers*. These are for silent reading or for oral reading in partial classes. The books are supplied in "blocks", each containing eight copies of the same book. Only one block of the same book is supplied unless the class contains more than twenty-four pupils, in which case one or more blocks may be duplicated, so that no class need be divided into more than three sections when using the supplementary readers. Three schools may arrange for circulating the blocks of books among themselves, thus permitting every member of a class to read the same book at the same time.

The teacher makes out a "Reading Scheme", showing the size and standard of his classes, and the books he is planning to have them read during the year. This is sent to the committee, and at the end of September of each year enough books are sent out for half a year's reading. Promotions take place at the end of March, which is the end of the school year, and the reading scheme must be so arranged that for the first half of the year, from April first to September 30th, the pupils will read the books formerly in the hands of the grade above. In September there is a complete change of all

the books, this being organized by the education committee. The expense of the local exchanges must be borne by the schools participating.

3. *Library Readers.* These are for the home use of individual scholars of the higher standards, only one copy of each book being supplied. The committee began sending these books out in 1910, and the present scheme is a development of the earlier project.

4. *Books in History and Geography.* These are supplied on request, to be used as collateral reading in connection with these subjects.

An excellent Book List is issued by the committee for the use of teachers when selecting books for these various libraries.

At present the "Scheme" applies to half the schools of Wiltshire, war-economy having prevented its extension to the whole county, as originally intended. It is supported entirely out of school funds, about one-half coming from the Government, and one-half from the local rates; this is true also in the case of the Cumberland scheme.

In regard to the results of this plan, the Director of Education, Mr. W. Pullinger, writes: "The scheme is an undoubted success. We have unmistakable signs that children are acquiring the habit of reading good literature. In previous days their school reading books which were not exchanged, soon became familiar to them, and they lost all interest in reading them. An essential thing in the country is to have a current of literature passing through the schools."

In addition to these efforts in behalf of the children of the schools, the committee assists and encourages the teachers in forming libraries of professional books at

convenient points in the county. There are at present seven such libraries open to teachers and others interested in pedagogical matters.

An important project which has not yet taken form looks to the formation of a central library, from which boxes of books will be circulated to the country villages and distributed by the schoolmaster, so that the young people who have left school with a taste for literature may not lose all the benefits of their school training through having nothing to read.

The movement in the direction of extending library privileges to the rural districts and rural schools of Great Britain is just beginning, but the foundation is being well laid, and it is safe to say that a few years will see all the counties instituting as sane and beneficial systems as the two mentioned above.

CONTINENTAL LIBRARIES

FRANCE was early in providing books for her public schools. In 1792 Napoleon ordered that school libraries be established in all the schools, and the government distributed books from time to time. During the first third of the 19th century more than a million books had been sent to the primary schools; but teachers were indifferent and the supervision inadequate, with the result that by 1850 all these libraries had disappeared. In 1862 another law was passed ordering libraries for all boys' schools, with a book-case in each class-room. A special commission was appointed in 1865 to regulate the character of the books supplied and to compile catalogues. The books are secured from time to time from the Minister of Public Instruction, from funds raised by municipal councils, from donations, and from school funds.



FIG. 34. THE CHILDREN'S LIBRARY, STOCKHOLM, SWEDEN

All books are purchased from a single firm, large discounts being thereby obtained. In 1914 there were 50,000 public school libraries in France, containing in all over 8,000,000 volumes, and circulating more than 9,000,000 yearly.¹

In GERMANY only two states have school library laws, and these are merely suggestive. The large cities have good children's libraries, the first of which was opened in Berlin in 1910.²

In 1907, Dr. Palmgren, of Stockholm, SWEDEN, visited the United States to study the American methods of handling children in the library. This led to the establishment, on his return, of a children's room patterned after the American idea. This has proved a great success.³

Christiana, NORWAY, built a new library, with children's room on the American plan in 1915. Bergen has two children's rooms, conducts story-hours, and has established branches in many of its schools.⁴

¹ Farrington, *Primary School System of France*.

² *Cyclopedia of Education* (Munroe).

³ *Library Journal*, March, 1913.

⁴ *Library Journal*, July, 1915.

Note:—Present conditions make it almost impossible to obtain information from European countries.

CHAPTER XII

CONCLUSION

DANGERS

No one reading the foregoing account of the various library activities can fail to admire the zeal, the enterprise, and the resourcefulness of the modern librarian in his efforts to find a book for every child. It may not be amiss, however, to call attention to certain dangers attending his work which, in his anxiety to obtain results, he might overlook. While it may be granted that the cultivation of a habit of reading good books is a very desirable end, it should not be forgotten that the formation of a habit, even a good one, is a serious thing. It must not only be formed, it must be controlled. It must be the habit of doing a right thing at the right time and place.

(1) First, we notice that the child needs time for many things besides the reading of books. The growing child needs a large amount of time for healthy out-door sports with his fellows; he needs from ten to twelve hours' sleep; and most children, particularly in the rural districts, are needed to help in the home, thereby receiving their training in household science and agriculture. With these three factors, play, sleep, and "chores", the reading of books frequently comes into sharp conflict, yet no one with the child's interest at heart would advise the neglect of any one of them. Then, again, in the

school itself there is danger of the surreptitious reading of story-books while the legitimate tasks of the day are neglected or poorly done.

(2) Secondly, books are not the only source of knowledge, and that was indeed a dark age in the history of the world when they were so considered. Quite recently a prominent and gifted librarian of the United States, in the course of a public address, regretted "that most colleges spend much more on machines, chemicals, retorts, and dynamos than on the laboratory of printed things". All will grant that no educational institution can afford to starve its library, but it must not be forgotten that before facts can get into a book they must first be dug out of the great mine of knowledge. It is safe to say that half of the greatest and most valuable books that bless mankind to-day would never have been written, or even thought of, without the patient work of the investigator with test-tube, microscope, scalpel, or electric current. It is difficult to conceive of a world deprived of the benefits that scientific research has been yielding to man from Bacon's day to the present, and still more difficult to grasp the possibilities in store for the future. We live in a scientific age, and while our youth should be taught to regard great books with due reverence as containing the accumulated discoveries, ideas, experiences, and aspirations of the human race, they must be made to realize that they are poorly educated if they are satisfied to rely entirely on these. Even in the elementary school, through the lessons in nature study, geography, and kindred subjects, the pupils may learn to rely on themselves for the discovery or re-discovery of much of the knowledge they acquire, thus early forming the habit of examining all statements heard or

read, and testing them by the results of actual experience.

(3) With an almost limitless supply of books at his command, there is danger of the child's valuing them lightly and reading them hastily for mere passing pleasure. Such a habit leads to a loss of the power of concentration, and to an unretentive memory. One argument in favour of connecting the library with the school is that in this way the reading of the children may be regulated and supervised, and steps taken to cause the child to reflect on what he reads, and make it his own before passing to a new book.

(4) The objection is sometimes raised that, with the public library providing him with all the books he needs, the child has no incentive to collect a small library of his own. This contention has probably no foundation, the opposite being more likely the case; but even if true, this would be no argument against the children's library, since a large number of children are unable to buy books of their own and could have no library in any case.

SUGGESTIONS

In the preceding chapters on rural school libraries certain defects in the Ontario system were hinted at. This section has been reserved for a discussion of the remedies, some of which have been suggested by the United States methods.

1. *The compulsory library law.* We found in Chapter VI that the best results were being obtained in those states like Wisconsin, that allow the school trustees no choice either in the matter of providing funds for library purposes or the selection of books. Applied to Ontario such a law would insure a better selection of books and regular annual accessions to the library, both of which are greatly needed. The objection may be raised, how-

ever, that we have enough compulsion already for the good of our educational institutions; that while you may force school boards to purchase books, you cannot compel anyone to read them, and that if the teacher has no taste for reading herself the books are likely to be neglected and lost. The element of compulsion in the law has, moreover, a tendency to generate a spirit of opposition in those not greatly interested. The Wisconsin law, however, meets these objections by merely withholding a certain portion of the grant, so that the school boards are really asked to do nothing. A more important factor than compulsion is wise supervision, and the success of the Minnesota school libraries under a law similar to that of Ontario may be attributed to the work of the government supervisor. There seems to be room for a similar official in Ontario, working in charge of a school library department, under the inspector of public libraries. Under her present conditional law Ontario already has a library in practically every rural school. Where compulsion is needed is in the making of regular additions. Libraries, good at first, soon get out-of-date, are read and re-read, then neglected and scattered. Wise weeding-out and frequent additions to keep fresh should be insisted on.

2. *Consolidated schools.* These would greatly facilitate rural library work, permitting the building of large, modern, graded schools, in each of which provision could be made for a separate library and reading-room. Such schools could afford to engage a teacher, specially trained, to give part of her time to the library, and would thus have many of the advantages of the county library system as far as economy of funds, books, and labour are concerned. Unfortunately, the consolidated school

movement has not made much headway in Ontario, and little progress can be hoped for as long as the district remains the unit of administration.

3. *The school as a social centre.* Any scheme for the extension of library advantages to the country folk must take account of the district school, providing, as it does, a central building owned by the people, an educated man or woman to act as librarian, and daily connection with the homes through the children. In 1913 a large number of library institutes in Ontario passed resolutions calling for better library facilities in rural districts. No methods, however, were suggested. In 1914, Mr. Norman Gurd made a valuable contribution to the subject in a paper read before the Ottawa Institute, a short passage from which is here quoted: "Would it prove practical to create a free public library in each school section, the library rate to be raised in the same manner as the school rate, the teacher, usually the best educated person in a rural community, acting as librarian for an additional remuneration. Here we would be availing ourselves of machinery already in existence. . . . The Education Act now provides that every school must have a library, even when there is a public library next door. Why not concentrate the book power of the community in one library? The urban library is sending books to the schools. Let the rural library go one step further and go itself to the school."

With regard to this proposition it may be pointed out that many rural schools have already built up large libraries to serve the adults as well as the children of the section. Two dangers attend the plan: (1) Many adults are reluctant to go to the school, which has long been looked upon as a place for children. (2) The library

soon becomes filled up with advanced books, of interest only to the adult readers. This last is a fault of a large number of school libraries of Ontario. It was a fault of the Ryerson libraries and one cause of their falling into disuse. We may also add that such libraries will be small, hence uneconomical; the choice of books will be limited; each library will be a duplicate of the others; and the librarian will be an uncertain quantity, without training or permanence, perhaps not even living in the section.

With the school converted into a real Community Centre such a library could be made much more serviceable. In the rural school we have a public building with expensive furniture and equipment used for only eight hours a day for five days a week. Here is a waste going on. Let such a school become the meeting place for the section with furniture so installed that the room may be converted at will into a lecture hall, dining room, or place for games or conversation. If it become the centre for farmers' clubs, women's institutes, literary and debating societies, socials, concerts, picnics or fairs, then a library for the community will have a new meaning and use. The books intended for the adult readers ought, however, to be shelved by themselves in order that the library may not appear large and showy when in reality it may be of little use in the school work.

IV. *The selection of the books.* In chapter eight certain defects in the selection of the school library books were hinted at. The remedy under the present law will be to place the selection in the hands of the county inspectors to be assisted by one or more librarians in the county, teachers to be given the privilege of suggesting books needed. This committee could also act as

a purchasing board for all the schools in the county.

The following list is submitted as a suggestion for the first purchase for a rural school library. The books are chosen from the authorized catalogue, and do not include the prescribed "readers." When discounts are deducted the value of the library will be about \$50. By omitting books marked "X" the price will be about \$40.

REFERENCE BOOKS

Dictionary—Concise Imperial	1.00
Encyclopedia—Everyman's, 12 small vols., or Young Folks Cyclopedia of Common Things	3.00
Canadian Year Book, Dept. of Trade and Commerce (free).	
Atlas of Canada, Dept. of Interior (free).	
Guide to the Trees	1.00
Bird Neighbours	1.50
How to Know the Flowers	1.50
Insect Life	1.50
Farm Weeds, Dept. of Agriculture, Ottawa (free).	

(FORM I)

Picture Books:—

Peter Pan, by J. M. Barrie	x1.50
Pied Piper, by Kate Greenaway	1.00
Babe's Own Aesop, by Walter Crane .....	.90
Johnny Crow's Garden, by Leslie Brooke ...	.75
The Farm Book	1.75
All Aboard .....	.15
Happy Families .....	.15
Caldecott's Picture Book .....	.75

Stories:—

Little Folks of Many Lands .....	.50
Favourite Stories of the Nursery .....	.30

200 THE LIBRARY, SCHOOL, AND CHILD

Little Folk of Field and Forest .....	.75
The Children's Hour .....	.50
Children's Classics (12 stories) .....	.84
Fur and Feathers .....	.12
A Treasury of Verse	x.25

(FORM II)

Ten Boys Who Lived, etc. ....	.60
Heroes Every Child Should Know .....	.60
Heroines Every Child Should Know .....	.60
Stories from English History	x.50
Big People and Little People .....	.30
Child Life in Many Lands	x.35
Seven Little Sisters .....	.50
Aunt Martha's Cupboard .....	.30
Child's Garden of Verses .....	.50
Flower Stories .....	.50
Story of Peter Cottontail, Burgess	x.50
Black Beauty .....	.35
Jackanapes .....	.20
Dog Stories .....	.90
Carrots .....	.50
Captain January .....	.50
Children of the Old Testament .....	.30
Children of the New Testament .....	.30
Moni, the Goat Boy .....	.40
Lance of Kavana	x1.00
King of the Golden River .....	.25
Alice in Wonderland25
Just So Stories	x1.50
Robinson Crusoe25

(FORM III)

Old Greek Stories45
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Tanglewood Tales25
Water Babies25
Children's King Arthur50
Robin Hood50
Heroes of Modern Times	x.90
Stories of Famous Men and Women	1.25
Pioneers in Canada	1.00
Home Life in All Lands (2 vols.)	2.00
Stories of Industry (2 vols.)	x1.20
How the World is Fed, Clothed, Sheltered (50c. each)	1.50
Four footed Americans .....	.50
Population of an Old Pear Tree	x.75
Lobo, Rag, and Vixen .....	.50
Boy Life on the Prairie .....	.50
With Wolfe in Canada .....	.50
Jungle Book	1.25
World of Ice .....	.30
Two Years Before the Mast .....	.30
The Last of the Mohicans	x.15
Uncle Tom's Cabin .....	.15
Swiss Family Robinson .....	.60
Little Women .....	.15
Being a Boy .....	.60
Rebecca of Sunnybrook Farm .....	.50

(FORM IV)

Stories of the Victoria Cross	x.45
Book of Notable Women	x1.25
Heroines of Canadian History .....	.30
Boys' Book of Battleships .....	.30
Deeds That Won the Empire	1.25
Carpenter's Geography Readers (6 vols.) ..	3.00

202 THE LIBRARY, SCHOOL, AND CHILD

Elements of Agriculture	x1.10
A Boy Mechanic	x1.50
Wild Animals I have known	x1.00
In Nature's Workshop .....	.50
Treasure Island .....	.25
Tom Brown's School Days .....	.50
Cast Up By the Sea .....	.55
Under Drake's Flag .....	.50
The Secret Garden	1.50
A Girl of the Limberlost .....	.50
Anne of Green Gables .....	.50
Sowing Seeds in Danny .....	.60

Magazines:—

These should be purchased with yearly contributions from the scholars and bound at the expense of the school. Two should be taken.

St. Nicholas 3.00
or

My Magazine 2.50

National Geographic 2.50

or

Travel 3.00

The Farmer's Advocate or Farmer's Magazine 1.50

Agricultural Bulletins: (Dept. of Agri., Toronto, free).

No. 124 Nature Study Stories in Agriculture.

134 Making Nature Collections.

142 Outlines of Nature Study.

148 Nodule-Forming Bacteria.

158 Insects and Fungi Affecting Fruit Trees.

165 Alfalfa.

171 Insects and Fungi on Vegetable Crops.

174-175 Farm Drainage.

181 The Teeth.

- 187 The Codling Moth.
- 188 Weeds of Ontario.
- 194 Apple Orchardng.
- 195 Insecticides and Fungicides.
- 177 Lime Sulphur Wash.
- 205-206 Dairying.
- 218 Birds of Ontario.
- 219 Scale Insects.
- 223 Fertilizers.
- 229 Smuts and Rusts.

Bulletins—Department of Agriculture, Ottawa :

- Feeding of Stock in Winter.
- Tuberculosis in Animals.
- Wool and Its Manufacture.
- Duck Raising.
- Egg Preserving.
- Turkeys.
- Cheese and Butter.
- Ice on the Farm.
- Clean Milk.
- Hot Beds and Cold Frames.
- Beautiful Homes on the Farm.
- Cutworms and Their Control.
- Tent Caterpillars.
- Potato Diseases.
- Bees.
- Soils.
- Trees.
- The Farm Well.

Other Government Publications (free) :

- Report of Conservation Commission, Ottawa.
- Economic Minerals of Canada, Dept. of Mines, Ottawa.

Agricultural War Books 1915 and 1916; Dept. of Agriculture, Ottawa.

A Pamphlet on Each Province; Dept. of Interior, Ottawa.

Port Directory of Canada; Dept. of Marine, Ottawa.
Bureau of Mines Report, Toronto.

Canada and Her Resources, Dept. of Marine, Ottawa.

Hand Books found in Railway Offices; the following are especially valuable:

G.T.R. Plateau and Valley Lands of B.C.

Land, Living and Wealth in Western Canada.
Bread.

Prince Rupert.

C.N.R. A Pamphlet on each Province.

C.P.R. The Western Provinces of Canada.

POINTS TO OBSERVE IN CHOOSING A LIBRARY

(1) It is not necessary to increase greatly the value of the books with the grades since Form II will find the books chosen for Form I interesting. Form III will read Form II books, and so on.

(2) In the first purchase great variety should be aimed at, even if only one book of a class can be obtained.

(3) Get at least one excellent book on each subject, even if it is expensive.

(4) Keep at first to books that will be sure to attract the children generally. Special books for advanced readers may come later. Be careful to watch for unpopular books and ascertain the reason.

(5) Secure books for the higher forms that will be suitable for reading aloud to the younger children.

(6) Personal preferences exert a strong influence; they should not be allowed to control the selection.

V. *The County Library with affiliated schools*: The California plan should commend itself as remedying all the defects referred to above, and at the same time bringing books to people of the country either through the school or by means of separate distributing stations. The scheme should work quite as well in Ontario as in California and more economically on account of better physical conditions. The idea was at the heart of Dr. Ryerson's plan of over sixty years ago, and was actually in operation at that time, but it was in advance of the people and lacked the skilled supervision so essential to success.

The following advantages are claimed in support of the county library plan:—(1) The selection and purchase of all the books is in the hands of an expert, resulting in better material, bindings, editions, and prices. (2) All the schools, new and old, rich and poor, near or remote are served alike. (3) The combined funds of the schools have a greater purchasing power than when spent separately. (4) The library never gets out of date; no dead books collect on the shelves. (5) Less duplication results. (6) Instead of small collections of from 50 to 100 books any country school may draw upon the book resources of the whole province. (7) Uniformity and system are obtained in classifying, charging, loaning, and repairing. (8) The county librarian visits the school libraries and takes the place of a Supervisor. (9) The frequent arrival of new books is stimulating. (10) Pictures, maps, and other apparatus may be handled in the same way as the books.

With such a system in Ontario, the Departmental Library would take the place of the State Library as head and director of all the county library systems, and the

Inspector of Public Libraries, the Departmental Librarian, the Inspector of Normal Schools, the Chief Inspector of Public Schools, and the Provincial Superintendent of Education would take the place of the State Library Commission. A book automobile, similar to that used in Washington County, Maryland, could be used for those schools or rural communities far removed from ordinary lines of communication. The parcel post, rural mail delivery, and rural telephone will prove powerful aids in the working out of the plan. Financially, the county Library scheme would cost the average farmer with a \$5,000 assessment about one dollar a year.

VI. *The Normal School.* Chapter X was written to emphasize the vital importance of making a knowledge of library economy and children's literature a necessary qualification of all normal school graduates. Hitherto this work has been confined to the United States, where it has become widely established. Although one or two of the normal schools of Ontario give a little time to library instruction, as yet the subject has no official recognition. In the belief that some knowledge of library economy and children's books on the part of the teacher is essential to the future success of the libraries now established in almost every rural school the following suggestions are advanced:

(1) That all students of the normal school be required to take a course of twenty or more lectures, covering reference work, children's literature, and rural school library administration.

(2) That the time for this course be obtained (a) by using the periods made available in October while masters are attending the Teachers' Institutes; (b) by short-

ening or abolishing other less important branches. It is suggested that Manners, Cooking, Wood-working, Book-keeping, Elementary Science, and Algebra and Geometry be dropped from the normal school curriculum, and that the courses in the History of Education and the Science of Education be shortened.

(3) That an instructor for the course be obtained in one of the following ways: (a) The librarian of the public library of the city in which the normal school is situated could be engaged to give the course, both normal school library and public library being used as laboratories. (b) The secretary of the normal school or some member of the staff could be sent at the expense of the Department to attend one or two summer terms at a reputable library school to qualify for the work. (c) The Department could secure a thoroughly trained and competent librarian with a knowledge of teaching to visit each normal school in turn and conduct the course. (d) A regularly qualified librarian with teaching experience could be engaged permanently for each school. Her duties would be the administration of the library; the supervision of the students during study periods; the collecting of pictures, clippings, and other illustrative material; the preparation of bibliographies; and the delivering of the course of lectures in library economy. Such an addition to the staff is greatly needed in the normal schools of Ontario.

(4) That recognition of the library course be made at the examination by the insertion of one or more questions on either the English or the School Management paper.

(5) That each normal school be equipped with a model rural school library, placed in a case by itself and showing the best collection of books that can be chosen from the authorized catalogue for \$50. If the equipment of the rural schools which are affiliated with the normal schools for observation and practice teaching be made as perfect as possible, the model library could best be studied there where it is in actual use.

(6) That in each of the normal schools there be installed a collection of fifty or more of the best children's picture books and story books for the very young.

(7) That each normal school be supplied with a portable stereopticon and several sets of educational lantern slides dealing with geography, history, nature study, hygiene, agriculture, etc., for loaning to rural schools. These should be added to yearly.

(8) That each normal school be permitted and encouraged to make small loans of books or pictures to teachers of rural schools in the vicinity. Each normal school would then become more of an educational centre for its district and would be enabled to give assistance to its graduates for a longer period.

Let it be remembered that the central factor in all educational systems must be the child. Public school teachers, normal school teachers, inspectors, librarians or trustees will be working effectively only as they have the child's welfare truly at heart. With the printing press there came into the world a mighty instrument for good or evil and it will require the very best efforts of Teacher and Librarian, working in unison, to lead the child to the great field of literature and point him along a safe path therein.

APPENDIX

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- 39 on subject of co-operation.
- 18 on children's libraries.

24 on reading for young people.

8 on school libraries.

3 on home libraries.

3 on S. S. libraries.

Encyclopedia of Education, various articles under *Libraries*.

Ward, G. O.—Practical Use of Books and Libraries.

Authorized Book Lists from Oregon; Wisconsin; Tennessee; New Mexico; Minnesota; Columbus; Buffalo; Kentucky and from each of the Canadian Provinces.

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Department of Education—Annual Reports, 1844 to 1881

Hodgins' Documentary History, chiefly Vols. 1, 4, 7, 10.

Pakenham, W.—Canada and its Provinces, Vol. 18, page 316

Burwash—Egerton Ryerson in "Makers of Canada".

Depository Controversy, see Hodgins' Documentary History, vol. 22, chap. 15; vol. 26, chap. 5; vol. 27, chaps. 7 and 22; vol. 28, chaps. 17, 18, 19, 20

A large volume on the Depository controversy is to be found in the Departmental Library, Toronto.

ONTARIO: PRESENT LIBRARIES

Department of Education—Annual Reports, 1882 to 1915.

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Inspector of Public Libraries—Annual Reports.

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